# The Power to Choose:
# Bystander or Rescuer?

## A Holocaust Unit for Middle School

**Developed By**

**Sharon Glueck**
**sglueck@dadeschools.net**

**Lake Stevens Middle School**
**Mail Code: 6351**
**Tel: 305- 620-1294**
**Fax: 305- 620-1345**


**For information concerning IMPACT II opportunities including Adapter and Disseminator grants, please contact:**


**The Education Fund**
**305-892-5099, Ext. 1**
**e-mail: Lvalle@educationalfund.org**
**web site: www.educationfund.org**

# Table of Contents

**Introduction & Rationale..... 3**

**Goals & Objectives..... 4**

**Course Outline..... 4-5**

**The Students and Staff..... 6**

**Florida's Mandate for Holocaust Education..... 7**

**Sunshine State Standards..... 7-8**

**Learning About the Holocaust..... 9-10**

**Learning About the Ghetto..... 10-13**

**Lesson About *The Devil's Arithmetic*..... 13-16**

**The Bystanders..... 16-18**

**Bystanders in our own Backyard..... 19-21**

**Bystanders in Congress and Around the World..... 22-23**

**The Rescuers..... 23-29**

**Concluding Lesson and Activity..... 30**

**Bibliography..... 31**

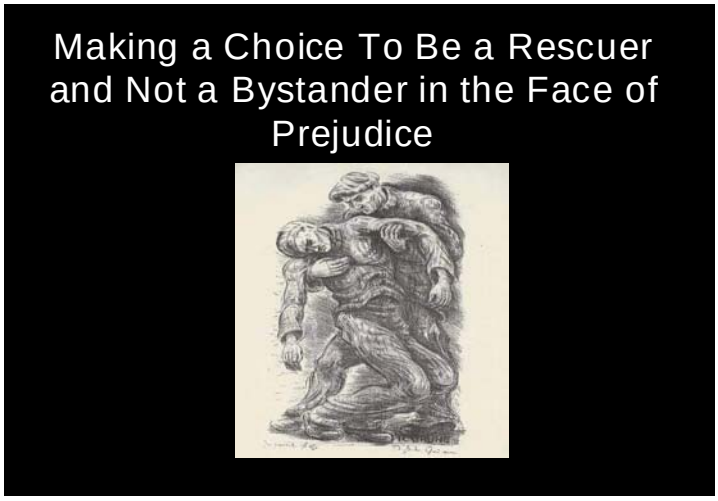
**Videography..... 31-32**

**Professional Resources..... 32-33**

**Web Sites..... 33**

**Student Work Samples..... 34-37**

## A Powerful Choice: Bystander or Rescuer?




The conscious decision made by people to be bystanders or rescuers impacted millions of lives during the Holocaust. Eighth grade students examined portraits of courage, cowardice and indifference and made a connection between the altruism of those who helped Jews escape from the Nazis and people from recent times and diverse cultures that have fought injustice. They discussed such dilemmas as putting one's life in danger to save others, and whether to disobey a government when one's values are challenged.

Students read Holocaust literature, study primary documents and explore Internet resources. They apply their knowledge to write poetry and letters and create art, assembling “Memories of Courage” wall hangings and displaying multimedia projects in a “Gallery of Goodness”

**Rationale**

As the generation of Holocaust survivors become fewer in numbers, it is more important than ever for the lessons of the Holocaust too be passed on to our young people. They must learn that prejudice which may germinate as a tiny seed such as a disparaging remark or joke can evolve into hatred that can cause human beings to become murderers of the “others”, those who are different from them.

Students learn to recognize the danger of being a silent bystander when a wrong is being committed, and that an ordinary person from any culture can be a rescuer.

Through critical thinking, creative writing, art and technology students express how they can be rescuers in their neighborhood, school and the world today.

**Goals & Objectives**

The students will read and analyze primary and secondary sources in order to develop an understanding of this period of history and to learn about the bystanders and rescuers of the Holocaust.

The students will search biographies and Internet sources to gather historical and contemporary evidence in order to organize a report and assemble "Memories of Courage" wall hangings.

The students will use creativity skills such as writing poetry, creating art, and developing Power-Point presentations to represent how they can be "rescuers ".

The students understand the moral dimensions of the Holocaust as they learn about the individuals, families and communities who suffered terrible hardships, thus enhancing students' identification and sympathy with the "other", those different from themselves.

The students will recognize the danger of being a silent bystander when a wrong is being committed and that they have the ability influence the world in a positive way.

## Course Outline

Students will work cooperatively in groups to learn the background information about the Holocaust using *A Young Student's Introduction to the Holocaust.* They will learn about the origins of the word *Ghetto***,** what it meant during the Holocaust and what it means to them today. They will log on to Yad Vase's interactive *Ghetto Children* site to which they will explore and respond. After viewing DVDs and a Power-Point about the Holocaust, students will express their feelings about what they viewed using various types of media.

Students will be learn about and analyze primary and secondary sources such as political cartoons of the time period, posters prepared by The Yad Vashem Memorial Museum, Miami Herald Articles during the Voyage of the St. Luis and Internet sources that contain information about the role played by the United States and the countries of the world in dealing with Jewish refugees of the Holocaust. They will read and discuss poetry such as "The Hangman" by Maurice Ogden and "Then They Came" by Reverend Martin Niemoller that focus on the consequences of being a bystander.

Students will learn about those who became rescuers during the Holocaust. They will research the lives of Holocaust rescuers from all walks of life. Based on their research, students will collaborate and assemble "Memories of Courage" wall hangings to honor the rescuers

The culminating activity will be the creation of a "Gallery of Goodness". Students will choose ways in which they can be rescuers, and work collaboratively to use media that will explain their choice. These projects along with their other activities will be displayed in the media center for students, faculty and parents to view

It is important for the teacher to have access to computers, DVD screening areas and helpful to have a Smart Board. The most conducive area to conduct this project is in the media center with the media specialist providing class access to the Internet for sites such as the United States Holocaust Museum and Yad Vashem Memorial Museum.

Print and non-print materials are available in media centers in MDCPS and in the public library. Videos can be ordered from the Miami-Dade County Public Schools Media Division. Survivors are available to speak to classes by through the Holocaust Documentation and Educational Center: 2031Harrison Street, Hollywood, Florida 33030-5019 Tel (954) 929-5690 e-mail www.hdec.org

Holocaust Educational Trunks for various grades can be ordered through The Florida Holocaust Museum in St. Petersburg, 55 fifth Street South, St. Petersburg, Florida, 33701. Tel 727-820-0100 www.floholocaustmuseum.org

Field trips to the Holocaust Memorial on Miami Beach 1933-1945 Meridian Avenue Miami Beach 33139 can be arranged by calling (305) 538-2423 or by e-mail info@holocaustmmb.org

For information on seminars and workshops and any Holocaust education related questions please contact Dr. Miriam Klein Kassenoff Director of Holocaust Studies for the Miami-Dade Public School System. (305) 995-1201 mkassenoff@dadeschools.net

## Teaching the Holocaust in the Multicultural Classroom

Students at Lake Stevens Middle School are African American, Latin American, from the Caribbean Islands, Middle East, Far East and from many different cultures and religions.

Approximately 150 eighth grade students in groups of 30 participated in this program twice a week in the media center during their social studies block. This unit can be adapted for students of all middle school grades and diverse academic skills.

**The Staff**

Sharon Glueck has been an educator for 33 years. She has taught in the Miami-Dade County Public Schools for the past 16 years, as a sixth grade language arts instructor, a gifted facilitator and presently as a library media specialist. She is the recipient of three Education Fund Teacher Mini-Grants and has received grants from "We the People: Picture America" sponsored by the National Endowment for the Arts and from the "First Book" Federal Distribution Program.

Mrs. Glueck received a scholarship from Seton Hill Catholic University in 2007 to study at the Yad Vashem Holocaust Memorial Summer Institute for Holocaust Educators in Jerusalem, Israel. She was invited back the following summer for the purpose of presenting her curriculum to educators from all over the world at Yad Vashem during the "6th International Conference on Holocaust Education - Fighting Racism and Prejudice". This past summer, she returned to Yad Vashem having been chosen to attend the Graduate Seminar for Holocaust Educators.

# Florida Required Public School Instruction of the History of the Holocaust Florida Statute Sec. 1003.42

Members of the instructional staff of the public schools shall teach the history of the Holocaust the systematic annihilation of the Jews and other groups by Nazi Germany to be taught in a manner that leads to an understanding of the ramification of prejudice, racism and stereotyping, and an examination of what it means to be a responsible and respectful person for the purpose of encouraging tolerance of diversity in a pluralistic society.

State of Florida Commissioner's Task Force on Holocaust Education Web Site: www.fldoe.org/holocaust/

Holocaust Memorial
Miami Beach

## Sunshine State Standards

**Social Studies**

SS.A.1.3: The student understands historical chronology and historical perspective.

SS.A.1.2.1: Understands how individuals, ideas, decisions, and events can influence history.

SS.A.1.3.1: The student understands how patterns, chronology, sequencing and the identification of historical periods are influenced by frames of reference.

SS.A.1.2.2: The student uses a variety of methods and sources to understand History (such as interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.

SS.A.5.2.6 The student understands the political circumstances leading to the involvement of the U.S. in World War II and the significant military events and personalities that shaped the course of the war.

SS.A.1.3.2: The student knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs.

SS.A.1.4 The student uses chronology, sequencing, patterns, and periodization to examine interpretations of an event.

SS.A.3.9 The student analyzes major events of the first half of the 20th century.

LA.A.2.3.1
The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

**Language Arts**

LA.A.2.3.2: The student identifies the author's purpose and or point of view in a variety of texts and uses information to construct meaning.

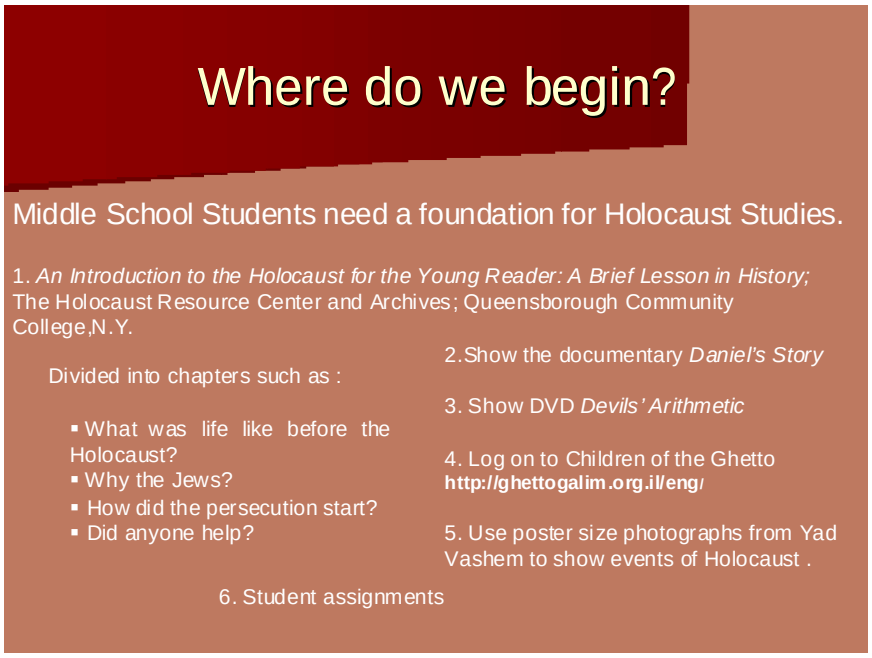
LA.D.1.3.1 The student understands that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.

LA.D.2.3.2 The student uses literary devices and techniques in the comprehension and creation of written, oral, and visual communication.

LA.D.2.3.6: The student understands specific ways that mass media can potentially enhance or manipulate information.

LA.E.2.3.2 The student responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.

## Lesson One: Learning About the Holocaust




**Objectives:**

To activate the students' prior knowledge of the Holocaust.

To lay the foundation for understanding the origins and history of the Holocaust. Some of the topics are: What was the Holocaust and why was it unique? Why the Jews? Who was Hitler? What was the Final Solution?

**Materials:**

*An Introduction to the Holocaust for the Young Reader,* notebook paper and pencils

**Vocabulary:**

Holocaust, Shoah, anti-Semitism, caricatures, Swastika, Nazi Jews, Romani, Adolph Hitler, Third Reich, Aryan, Nuremberg Laws, scapegoat, Judenrein, Kristallnacht, synagogue, ghetto, Final Solution, Concentration Camps, genocide, SS, Gestapo.

**Procedure:**

The teacher divides the class into groups, and asks the students to fold notebook paper in half writing on one of their papers what they know about the Holocaust and on the other side what they would like to ask and know about the Holocaust. Student brainstorm in groups and then discuss the answers and question with the teacher. The teacher will have an informal assessment of the students' pre- knowledge of the subject and what they are interested in learning and discovering about this topic.

The teacher writes the above vocabulary on the board and distributes the pamphlet *An Introduction to the Holocaust for the Young Reader.* Each group is designated to read a chapter from the pamphlet, summarize the chapter write questions about it and define the words that they find on the board that are located in their chapter. Each group will present the summary, definitions and questions to the class. The questions are to be answered for homework.

**Evaluation:**

Student presentations and homework questions composed by students.

## Lesson Two: Learning About the Ghetto

**Objectives:**

Students will learn about the Nuremberg Laws and how they separated Jews from the rest of the German population

Students understand the origin of the word *ghetto* and when ghettoes were first established. They will learn of its meaning during the time of the Holocaust, and compare and contrast it with what they think of as a ghetto today.

Students will analyze poster size photographs of the time period and write their ideas and feelings in their notebooks.

**Materials:**

The DVD or VHS *Daniel's Story,* or posters from Yad Vashem or photographs from the Internet.

**Procedure:**

Students will view *Daniel's Story*- which is a composite of the lives of Jewish children who lived during Nazi Europe. They will complete the following and then discuss their choices with the class:

Select five items you would take with you if soldiers came to your home and said you had only a few hours to gather your belongings before you were ordered to leave. Why would you take those particular items?

Students Compare and contrast the Ghetto during the Holocaust and the Ghetto today. The following are examples of the student answers:

| GhettoThen | Ghetto Today |
|---|---|
| •Dirty<br>•Disease/Death<br>•Barbed wire<br>•Jews must live there<br>•Nazis patrol<br>•Separate from others<br>•Allowed to exist by the rest of the population<br>•Cannot Leave | •Dirty<br>•Drugs<br>•Violence<br>•Minorities live there<br>•Inappropriate language<br>•Separate from others<br>•Looked down upon by society<br>•Can leave |

**Other Activities**

1. Write a letter as if you were "Daniel" telling the outside world about his life

2. Write a note to "Daniel" expressing your feelings about his situation

3. Find a biography of a Jewish child during the Holocaust and write about his life (www.ushmm.org)

**Evaluation:**

Class participation, quality of assignments completed

## Lesson Three: The Ghetto Continued

**Yad Vashem Holocaust Museum Children of the Ghetto Interactive Website: http://ghetto.galim.org.il/eng/**

Children smuggling food into the ghetto

Two brothers wearing yellow stars

"Children in the Ghetto" is a website about children, written for children. It portrays life during the Holocaust from the viewpoint of children who lived in the ghetto, while attempting to make the complex experience of life in the ghetto as accessible as possible to today's children. Along with the description of the hardships of ghetto life, it also presents the courage, steadfastness and creativity involved in the children's lives. One of the most important messages to be learned is that despite the hardships, there were those who struggled to maintain humanitarian and philanthropic values, care for one another, and continue a cultural and spiritual life.

At the center of this site is an imaginary representation of a street in the ghetto. The site invites children to "move around the street" and "enter" various locations in it. In each of the locations, original exhibits such as video testimonies, photographs, paintings, artifacts etc. are accompanied by interactive and thought-provoking activities.

**Materials:**

Smart board, LCD projector connected to computer, computers for students. The ideal location for this lesson is in the media center or computer lab.

**Procedure:**

Connect to *Children of the Ghetto* Interactive Website (it is important to navigate and become familiar with this site before presenting it to students). Show the students the Ghetto street and how they can navigate the street by clicking on highlighted drawings, on the arrows found on the side of the street or on one of the icons on the bottom Choose one of the icons such as the "Yellow Star". On the right there are several icons representing *testimony*, *on paper*, *photographs artifacts,* and drawing. Students click on each of the icons. Have a student come up to the Smart Board and choose an icon. The student will choose an icon such as testimony and see a video of a survivor telling how she felt when she found out as a young girl that she was being forced to wear a yellow star because she was Jewish. Have another student click on artifact to see the various stars worn in different ghettos. In *drawing* the students compare and contrast two art works- one that depicts Jewish children from all over Europe wearing different stars and a drawing of a lone boy selling the stars in a ghetto. After the demonstration students log in to the web site alone or in pairs.

**Other Activities:**

Other lesson plans, activities and worksheets can be found on the **http://ghetto.galim.org.il/eng/** under ***About the Website:*** lesson plans and teaching suggestions

**Evaluation**

Teacher observation and written responses to the questions posed by *Children of the Ghetto*

## Lesson Four: The Devil's Arithmetic

**Objectives:**

The student will learn that historical events are important to remember so that the evils of the past will not be repeated.

The student will understand how conflict and bigotry can bring out the best and the worst in people.

The students will draw on the feelings they experienced during this lesson and apply them creatively through media such as poetry, art and technology

**Material:**

The DVD *The Devil's Arithmetic*, projector, screen or television

**Story Summary:**

Hannah is tired of hearing about the Holocaust at her family gatherings. The Holocaust was a long time ago, and Hannah wants to live in the present. Then comes the day when she is mysteriously transported back to the 1940s. She finds herself in a little village in Poland, and her name is Chaya. When the Nazi soldiers force everyone onto the train that is heading towards a concentration camp, Hannah/Chaya cannot make any sense of it. When the unspeakable horrors are brought home, Hannah/Chaya realizes why it is necessary to remember the past

**Procedure:**

Before viewing the DVD, have the students write down what they think is the meaning of the phrase the *Devil's Arithmetic.* Have them put it aside.
Have students view the DVD *The Devil's Arithmetic.*

After the viewing discuss the film with the students. Why was it called the Devil's Arithmetic? Compare and contrast this with what they wrote previously Compare and contrast Hannah's present life to that in the shtetl. What scene affected them the most? How does the film demonstrate why it is important to remember the Holocaust?

After the discussion, have the students choose an activity from those listen below to complete for homework. There are many lessons and activities from the novel *The Devil's Arithmetic* by Jane Yolen that relate to the DVD. Log on to **www.hdec.org/manual_grades_4_6.pdf**

**Activities for "Devil's Arithmetic" and the Holocaust:**

1. Draw a scene from the movie. Write the text under it to explain the scene. Write why you chose that scene.

2. Draw on poster board pictures that represent the Holocaust.

3. Draw maps of where the Jews lived in Europe. How many Jews lived in each country before the war? How many Jews survived after the war?

4. Make a Collage of events relating to *The Devil's Arithmetic.*

5. Using any artistic, dramatic or written form such as poetry, explain *The Devil's Arithmetic*.

6. Today there are people as well as leaders around the world who deny the Holocaust ever took place. Therefore, it is important for you the next generation to **Remember.** Use poetry to express the importance of remembering the Holocaust.

**Do You Remember?**
**By Salina Almodovar**

**Do you remember**
**The sorrow you gave us?**
**We do.**
**Do you remember the pain you gave us?**
**We do.**

**Do you remember how you took away our dignity,**
**Worse, our identity?**
**We do.**

**Do you remember how you took away our friends**
**Let alone our family?**
**We do.**

**Do you remember taking us away from our homes?**
**We do.**
**We remember all of this and more. The question is do you?**

**Do you remember burning down our synagogues?**
**We do.**
**Do you remember how you scarred our skin with numbers?**
**We do.**

**WE remember all of this and more. The question is DO you?**

You may use the Internet for your research:

http://www.ushmm.org/ http://www.wiesenthal.com
http://www.yadvashem.org.il www.hdec.org

**Evaluation:** observation, discussion questions, & results of creative activities.

## Lesson Five: The Bystanders

### The Hangman - Its Meaning

- Students learn that this poem is about watching and doing nothing-being a bystander.
- A metaphor for how European countries watched and let their neighbors be killed.
- In the end the man who helped the Hangman the most was the one the noose was intended for.
- When the Hangman first came to town he had no power or authority. He could have been stopped early on, but was not. Just as the *Brownshirts* were not stopped at the beginning.

**The Poem *The Hangman***
**By Maurice Ogden**

**Objectives:**

Students will consider the role and responsibility of the individual who does not respond when witnessing wrong-doing.

Students will examine several examples of how the free world reacted to the plight of the Jews during World War II and relate them to the definition of "The Bystander."

The students will analyze poetry to understand how the role of an individual and group can promote or help to destroy a society by inactivity passivity and apathy.

**Materials:**

The poem *The Hangman* by Maurice Ogden (preferably on the Smart Board) and a copy of the poem for each of the students. The poem can be found at www.propertyrightsresearch.org/articles6/hangman_by_maurice_o.htm.

**Poem Summary:**

A mysterious man enters a town hesitantly. He erects a gallows on the courthouse square, and one by one he hangs the townspeople. Each time a person is hung, those who are left find a reason for the hanging. The hangman becomes more confident with each murder until only one is left. The last victim realizes there is no one left to speak out for him, just as he did not speak out for the others.

**Procedure:**

Read the poem together with the class. Have the students sequence the events and discuss the various people who were involved. Why do you think the poet chose to point out certain types of people in particular to be hung? Can you think of other times in history that some of these people might have been also been attacked for who they were or what they did?

Have students underline and discuss the meaning of the riddle in poem:
" 'He who serves me best,' said he, 'Shall earn the rope on the gallows tree.' "
Who ultimately served the hangman the best and why?

Have students separate into groups and write down what other action/actions might have been taken to prevent the outcome in the poem. Discuss all the ideas together with the class. Which idea was the most prevalent?

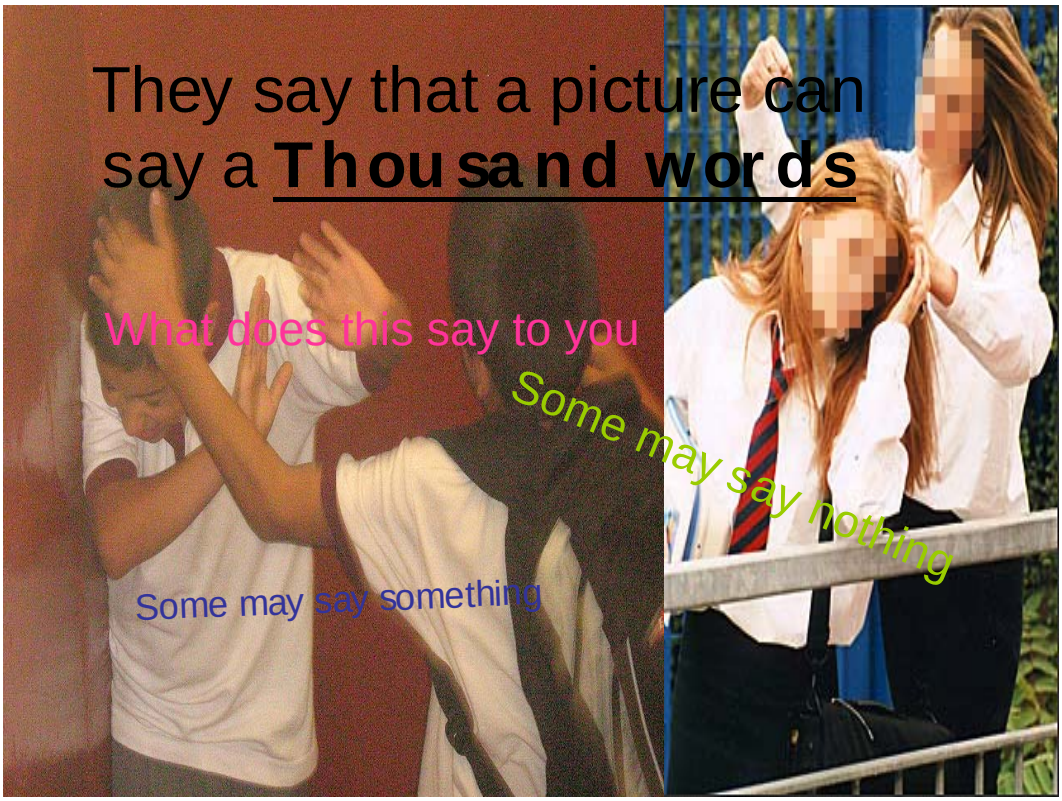
Log on to http://www.beaconlearningcenter.com/Lessons/835.htm for other questions and ideas.

**Other Activities:**

1. Illustrate how the scaffold changed as each person was hung

2. Show the class 12 minute animation of *The Hangman.* Have the students compare the film to the print version and write about which one they felt made the biggest impression on tem and why.
Have the students read and compare *The Hangman* to Martin Niemoller's *First They Came*

Students can use Power Point such a sample slide below to illustrate the meaning of the poem



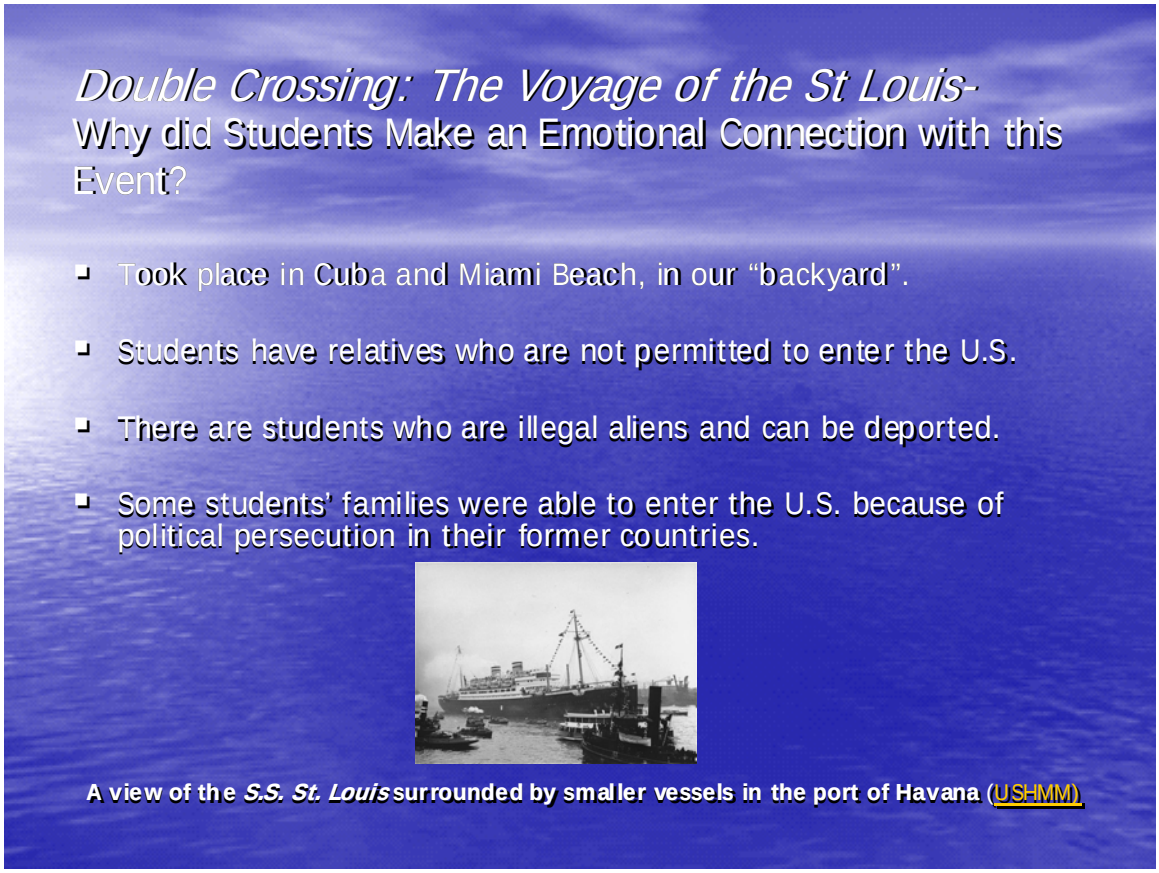

PowerPoint Slide by Nieschellee Smalling

**Evaluation:**

Teacher observation, discussion questions, quality of completed activities.

**Students learn the Poem**
***First They Came***
**By Martin Niemoller**

## Lesson Six: Bystanders in Our Own Backyard
## The Voyage of The St. Louis




**Objectives:**

Students will examine the events that led to the tragedy surrounding the St. Louis.

Students will understand the consequences of being a bystander in a real life situation.

Students will realize that citizens can make a difference in the outcome of situations and events that confront their country.

**Materials:**

The DVDs The Double Crossing: *The Voyage of the St. Louis* (29 minutes) or *The Doomed Voyage of the St. Louis* (50 minutes-available through MDCPS Video Library) Smart Board, Projector, small world maps.

**Summary:**

These powerful documentaries recount the story of the more than 900 German-Jews who in May 1939, attempting to escape Nazi terror, boarded the cruise ship *St. Louis* sailing from Hamburg to Havana. Denied entry by the Cuban government, the passengers headed to the Florida coast, off of Miami Beach. Petitions to the U.S government for entry were rejected. They were returned to Europe and granted refuge by France, Holland and Britain. Two thirds of the original passengers came under Nazi rule and were murdered.

**Procedure:**

Show either documentary to the students. After the viewing, show a world map on the board and have the students trace the voyage of the St. Louis and its return on their own maps.

Discuss the following questions.

1. Why did most of the German – Jewish population wait until the late 1930's to try to escape Nazi persecution?
2. What do you think Adolph Hitler's motivation was in allowing the Jews to leave on the St. Louis?
3. The president of Cuba claimed that the Jewish passengers did not have valid visas and therefore were denied entry into Cuba. What other reasons would explain the failure of the Cuban government to allow the passengers to disembark?
4. What was the response of the United States government to the plea of the ship captain? What do you think might have influenced the response?
5. Who were all the bystanders in this event and how could they have changed the outcome?
6. Discuss the following question: "Do you think that a bystander is guilty of the crime s/he stands by and lets it happen?"

Have the students read the Miami Herald articles and editorials. Discuss their tone. Were they sympathetic, neutral or hostile to the plight of the Jews? How did the information compare to the information on the DVD?

**Activities:**

1. Research current U.S. immigration policy and compare and contrast it to the policies of the 1930's and 1940's.

2. Log on to the United States Holocaust Memorial Museum website about the St Louis.
   http://www.ushmm.org/museum/exhibit/online/stlouis/story/

3. Select a name of one of the passengers and research the fate of that individual from the time he or she returned to Europe.

4. Research the names of the countries that finally permitted the entry of the refugees. What ultimately happened to the Jews of each country?

5. Write a letter to the editor of the Miami Herald of June 3 1939, an editorial, cartoon or headline expressing your views about the St Louis.

6. Learn about the wet foot/dry foot policy toward Cuban refugees vs. the policy toward Haitian refugees.

7. Debate: Do you think the policy is fair? Why or why not?

(The above questions were adapted from *Studying the Holocaust through Film and Literature* by Miriam Klein Kassenoff and Anita Meinbach, pages 51 & 52.)

**A view of the *S.S. St. Louis* surrounded by smaller vessels in the port of Havana** (USHMM)

## Lesson Seven: Bystanders in Congress and Around the World

**Chief American Delegate at the Evian Conference on Refugees**

**Edith North Rogers co-sponsor of the defeated bill that would have allowed 20.000 Jewish children to enter the U.S. over a two year period**

**Objective:**

Students will examine the price of apathy and indifference in the face of prejudice and injustice.

**Materials:**

The video *A Tree For Sugihara*, (can be ordered from the MDCPS video library} television and video player; several books of Holocaust Rescuers - Ten Stories of Courage by Darryl Lyman (can be requested through the MDCPS Destiny Library Circulation System)

The students will research and discuss the Evian Conference and the outcome of this conference

The students will research the Wagner Rogers bill and discuss the outcome of this bill in Congress

**Procedure:**
Have students use reference books and the Internet to research the topics above. After writing a brief report, have them discuss their results as a class.

**Activities**

Select a country that participated in the conference, research their political stand at the time, the action or inaction taken by the country and the implications of that decision on the country and the world.

Have students role play the debate in Congress about the Wagner-Rogers Bill. Some students will represent those in Congress opposed the bill and will argue why allowing the children refuge will harm the country while the other students will represent Wagner and Rogers and will argue why the U.S. must accept these children.

**Evaluation:**

Student research and how they apply this knowledge to the role play debate.

## THE RESCUERS

**Irena Sendler**

**Chiune Sugihara**

**Nicholas Winton**

## Lesson Eight Chiune Sugihara: The Japanese Diplomat

**Objectives:**

Students will recognize one needs not be of the same culture and background of the victim in order to be a rescuer.

Students will identify the risks involved when non-Jews helped Jews escape or hide.

Students will examine the kind of assistance that non-Jews gave to Jews during the Holocaust.

**Materials:**

The video *A Tree For Sugihara*, (can be ordered from the MDCPS video library} television and video player; several books of Holocaust Rescuers- Ten Stories of Courage by Darryl Lyman (can be requested through the MDCPS Destiny Library Circulation System

**Summary:**

Holocaust Hero: A Tree for Sugihara is a true story of heroism and altruism. It is the story of Chiune Sugihara, a Japanese diplomat, and his family stationed in Lithuania in 1940. The Nazis had moved into Poland and Jews feared for their lives. Jewish refugees by the hundreds came to the embassy to ask for visas to travel to other countries.

Sugihara asks the Japanese government for permission to aid desperate families. He asks three times, and the Japanese government refuses. Sugihara faces a moral dilemma, to obey the government or to obey hid own sense of morality. With the support of his family, Chiune Sugihara writes hundreds of visas enabling Jewish refugees to escape the Nazis. His Heroism has personal consequences for himself and his family. Sugihara is truly one of the "Righteous Among Nations".

**Procedure:**

Show the video *Holocaust Hero: A Tree for Sugihara* to the students.

After the video have students partner read about Sugihara in Chapter 8 of *Holocaust Rescuers: Ten Stories of Courage*. Use the questions below for discussion. Then have the student choose one of the activities listed to complete.

1. Why had the refugees come to the embassy? Why would they think that Sugihara would help them?
2. How do you suppose the men women and children were feeling as they waited to see if Sugihara would help them? How do you think they felt?
3. Why did Sugihara have to ask permission from the Japanese government before he issued the visas? Why do you think Sugihara asked three times?
4. Why did the Japanese Government refuse?
5. What is a dilemma? Sugihara faced a dilemma. Describe the dilemma he faced.
6. What consequences might Sugihara and his family face if they helped the refugees?
7. Describe the way Sugihara helped the people. What hardships did he face each day as he wrote visa?
8. Sugihara was ordered to leave Lithuania by the Soviet Government and Japan. How did this affect the refugees? What last act of resistance did Sugihara perform?
9. Is Sugihara the only hero in this true story? Who were the other heroes? Why?
10. What effect do you think Sugihara's childhood background had on the way he acted?
11. Why is the video called a *Holocaust Hero: A Tree For Sugihara?*

**Activities:**

1. Pretend to be a newspaper reporter stationed outside the Sugihara home and attempting to send this story to the outside world who knows nothing about what is taking place to European Jews. Compose a headline which tells the main idea of the story. Compose an article telling about Sugihara and his work and how vital it is for the world to act to save these people.

2. What kind was Sugihara? Make a list of adjectives describing him. Beside each adjective, list evidence from the video and biography that support your word choice. Compose a paragraph describing Sugihara's Character.

3. Sequence the major events in the story Create a timeline listing the events from the beginning, middle and end of the story. Use illustrations to enhance your timeline.

4. A monument exists in Sugihara's birthplace of Yaotsu, Japan. Compose a tribute or dedication which might be engraved upon the monument.

5. As one of the survivors helped by Sugihara, write a letter to him telling about your life and how his deeds affected you and your family.

6. Create an acrostic poem about Sugihara using the words kindness, freedom or passage. Write one of these words going down the page. Begin each line of the poem starting with the corresponding letter.

7. Locate the former Soviet Union, Lithuania, and Japan on a map. Why would the Polish Jews want to go through the Soviet Union to Japan? Find out several facts about these countries during World War II. Which country was an ally of Germany?

8. Chiune Sugihara was a Japanese diplomat living in Lithuania. Research the role of a foreign diplomat. What do diplomats in foreign embassies do? What is the purpose of an embassy?

9. Chiune Sugihara was given an award from the Yad Vashem (Holocaust Museum in Israel) called the "Righteous Among the Nations Award. Find out about Yad Vashem and the award. What criteria are used to determine who receives this award? What is the significance of this award?

**Evaluation:**

Student answers to the discussion questions, activities and projects completed by the students.

ADOPTED FROM: State of Florida Resource Manual on Holocaust Education. Grades 4-8: A Study in Character Education. A project of the Commissioner's Task Force on Holocaust Education.

**Dear Mr. Sugihara,**

**It has been a while since we have last met. I am one of the Jews that you saved during a harsh time. All I want to say is than you for your bravery in helping us. You have given my family and I an wonderful opportunity and chance to enjoy life. I thought I wasn't going to make it, and not having a chance to see my grandchildren grow. Thank you for helping us and showing us that anything is possible.**

**With Love and Gratitude, Alleme Castano**

## Lesson Nine: Nicholas Winton: The Young Business Man

**Objectives:**

Students will recognize one needs not be of the same culture and background of the victim in order to be a rescuer.

Students will identify the risks involved when non-Jews helped Jews escape or hide.

Students will examine the kind of assistance that non-Jews gave to Jews during the Holocaust.

**Materials:**

The DVD *The Power of Good:The Nicholas Winton Story,* DVD player, television, or screen and LCD projector

**Procedure:**

Show the DVD. Discuss the questions below with the students and have them complete one of the listed activities.

1. The narrator in the film asks: "Why did he do it?" What do you think inspired Winton to risk his life and career to save the children of Czechoslovakia?
2. How did the mystery of Nicholas Winton's life come to light? Why do you think he kept the rescue of the children to himself?
3. Why did Winton save the children?
4. How did Winton save the children?
5. How did the children adjust to being raised in England? What were some of the cultural differences the children had to face?
6. From the 669 children Winton saved there are now 5,000 children and grandchildren. How is Nicholas Winton like Sugihara?
7. Why is the DVD called the *The Power of Good*?

**Activities:**

1. Pretend you are a refugee child in a strange new country without your parents. What questions and worries might you have? Write this in the form of a diary entry.

2. Nicholas Winton celebrated his 100th birthday this year. Design a birthday card that would focus on his life as a rescuer of children.

**Evaluation:**

Quality of student answers to questions about *The Power of Good*, completed activities.

## Lesson Nine: Irena Sendler: Woman of Valor

**Objectives**:

Students will recognize one needs not be of the same culture and background of the victim in order to be a rescuer.

Students will identify the risks involved when non-Jews helped
Jews escape or hide.

Students will examine the kind of assistance that non-Jews gave to Jews during the Holocaust.

**Materials:**

The DVD *The* Courageous *Heart of Irena Sendler or* player, television or screen and projector

**Summary:**

Irena Sendler was a Polish Catholic woman who as a health worker, defied the Nazis and secretly smuggled 2500 Jewish children out of the Warsaw Ghetto. She sneaked the children out between 1942 and 1943. She found non-Jewish families, orphanages and convents to hide them. She wrote each child's name on a piece of paper along with their parents' names and hiding places, all in code. Irena put the names in jars and buried then across the street from German barrack. Although she eventually was discovered by the Nazis and tortured severely, she did not reveal any information. After the war, she dug up the jars, found the children and reunited as many as she could with surviving family members.

**Procedure:**

Show the DVD to the students Use the questions from the Hallmark Hall of Fame website for discussion questions and projects
http://www.hallmark.com/wcsstore/HallmarkStore/images/FeatureArea/TCHISBookStudyGuide.pdf

**Activities**

1. Research and write a report about "Zegota" the clandestine Polish rescue organization

2. Tell the 'story within the story' about the high school class the met Irena Sendler in Poland and them wrote and produced a play about her called *Life in a Jar*

3. There is a Jewish saying "He who saves one life it is considered as if he has saved the whole world." Explain how Irena Sendler, Chiune Sugihara and Nicholas Winton exemplify this saying. You may express your views through prose, poetry, drawing or other media.

**Evaluation:**

Research on the subject of Irena Sendler; creative activities expressing student feelings' concerning question 3.

## Gallery of Goodness

**Students choose problems that are taking place in their homes, neighborhoods or school. They create projects that will bring the problems to light and try to find ways to solve them. The projects are displayed in the media center for all in the school to see.**

**It is a Gallery of Goodness.**

## Concluding Lesson and Activities

**Objectives:**

The students will understand anyone from any country, culture or religion can make a choice to refuse to be a bystander and be a rescuer.

The students apply their understanding of rescuers and apply that knowledge on being rescuers in their neighborhoods, school and community.

**Materials:**

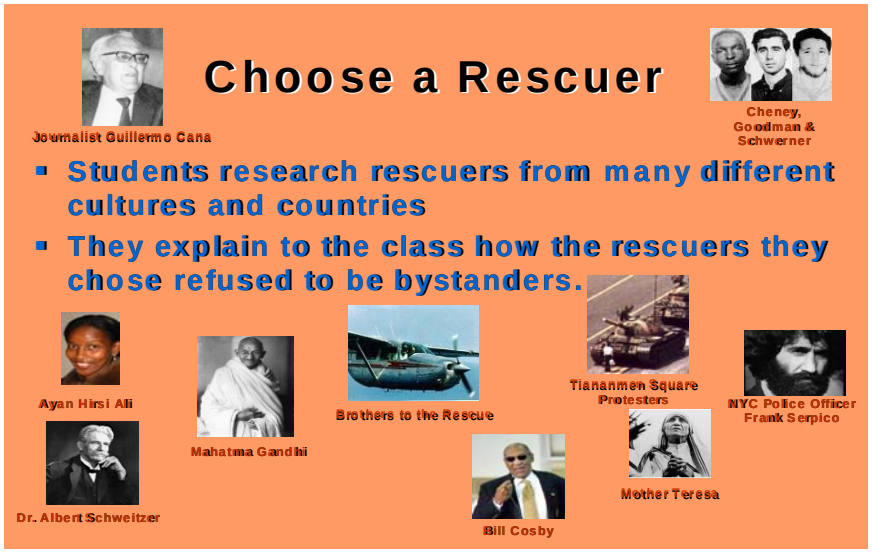
Reference books and the Internet.

**Procedure:**

Students research rescuers from many different cultures and countries
They explain to the class how the rescuers they chose refused to be bystanders.

Some examples of rescuers are: Ayan Hirsi Ali; Civil Rights workers Cheny, Goodman and Schwerner; Erin Brokovich; Guillermo Cana; Columbina judges who fought against the Columbian Drug Cartel; Bill Cosby, Tiananmen Squeare protesters; Brothers to the Rescuer; Dr. Albert Schweitzer; Mother Teresa

For the final project to be completed at home, students will create a "Gallery of Goodness". Using various types of media such as poetry. music, art or Power Point presentations students will prepare a display that will inspire others to fight against a wrong that is taking place in school their neighborhoods or our world today. The completed projects will be displayed in the media center.



## Bibliography


Bunting, Eve. (1989).*Terrible Things*. Philadelphia, Pa.: The Jewish
.

Bishop, Claire. (1991).*Twenty and Ten.* N.Y: Puffin Books.

Fremon, David. (1998).*The Holocaust Heroes*. Springfield, N.J.: Enslow Publishers, Inc

Lyman, Darryl. (1999). *Holocaust Rescuers: Ten Stories of Courage.* Berkley Height, NJ: Enslow Publishers Inc.

Millman, Isaac, (2005). *Hidden Child*. N.Y.: Farrar, Strauss and Giroux.

Mochizuki, Ken. (1997). *Passport to Freedom: The Sugihara Story* N.Y.: Lee and Low

Ogden, Maurice. *The Hangman*. www.propertyrightsresearch.org/

Richter, H. (1987). *Friedrich*. N.Y.: Penguin Books.

Shulman, William. *An Introduction to the Holocaust for the Young Reader*. New York: Queensborough Community College. [Available free of charge. Tel (718) 281-5770. hrco@qcc.cuny.edu ]

Spring, Deborah. (2005). *The Righteous Smuggler.* Toronto, ON.: Second Story Press.

Yolan, Jane. (1988). *The Devil's Arithmetic.* N.Y.: Vicking Press


## Videography


Bahari, M. (1995). *The Voyage of the St. Louis*. 29 min. Waltham MA. Brandeis University.

Deitch, D. (1999).*The Devil's Arithmetic*. 95. min. available at www.amazon.com

Goldman, L, (1964*). The Hangman.*12 min. [Video available from Social Studies Service,10200 Jefferson Boulevard Culver City, CA.90232-0802].

Harrison, J. (2009). *The Courageous Heart of Irena Sendler.* 95 min. Hallmark Hall of Fame. (For purchasing information see www.hallmark.com]

Lefkowitz, E. (1992). *The Double Crossing: The Voyage of the St. Louis.* 29 min. Chicago, IL: Holocaust Memorial Foundation & Loyola University. (Can be purchased through Ergo Home Video, 2037, Teaneck, NJ 07666-1437, http://www.jewishvideo.com]

Mathews, Q. (1998). *Holocaust Hero: A Tree for Sugihara.* 30 min. Derry, NH: Chip Taylor Communications. (Available through the MDCPS Video Library

Milken Family Foundation. *Life in a Jar: The Irena Sendler Project* www.irenasendler.org (The DVD can be purchased from this website for a donation of your choosing toward the project)

Minac, M. (2002). *The Power of Good: The Nicholas Winton Story.* 64 min. Gelman Educational Foundation. Anne Arbor, MI.: Tel. (734) 913-5819. powerofgood@chuchgelman.com

The United States Holocaust Museum. *Daniel's Story: Remember the Children.* 20 min. http://www.ushmm.org

## Professional Resources:

Bauer, Yehuda. A History of the Holocaust. (2001 N.Y.) Franklin Watts

Berenbaum, Michael. (2006) *The World Must Know.* Washington D.C.: The United States Holocaust Museum.

Jacobsen, L. (2008). *The Bystander's Dilemma.* Culver City, CA.: Social Studies School Service.

Kassenoff, Miriam; Meinbach, Anita; (1994). *Memories of the Night.* Torrance, CA.: Frank Scaffer Publications.

Kassenoff, Miriam; Meinbach, Anita; (2004) Studying *the Holocaust Through Film and Literature* Norwood, Mass:, Christopher-Gordon Publishers Inc.

Paldiel, Mordechai. (1997). *Sheltering the Jews: Stories of Holocaust Rescuers.* Minneapolis Minn.

Steinfeld, Irena (2002). How was it Humanly Possible? Jerusalem.: Yad Vashem

Strom. Margot. (1994): *Facing History and Holocaust and Ourselves: Holocaust and Human Behavior.* Brookline, MA: Facing History and Ourselves National Foundation Inc.

Ten Dyke, Elizabeth, (2005). *Holocaust: A PowerPoint Presentation*. Culver City, CA: Social Studies School Service. [Tel. 800-421-4246) www.socialstudies.com

## Web Sites

http://www.ushmm.org/ The United States Holocaust Memorial Museum

http://www.yadvashem.org/ Yad Vashem Holocaust Memorial Jerusalem, Israel

http://www.fldoe.org/holocaust/mission.asp State of Florida Task Force on Holocaust Education.

http://www.wiesenthal.com The Simon Wiesenthal Center

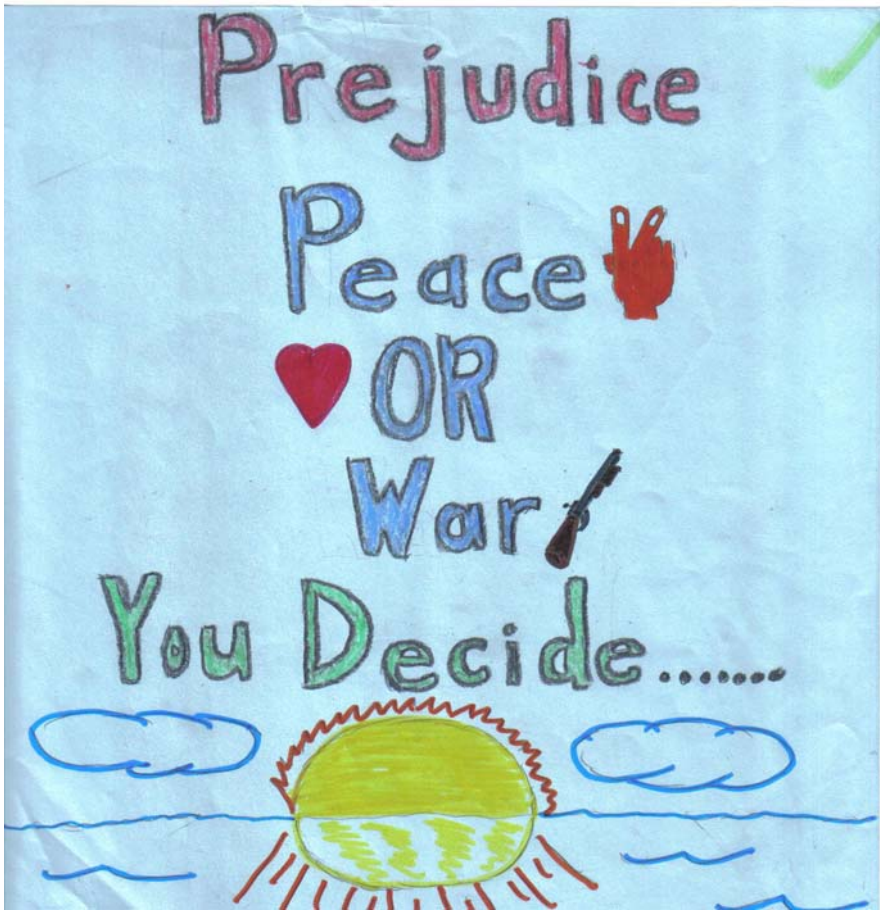
http://wwwjfr.org/ The Jewish Foundation for the Righteous

http://www.hdec.org/ Holocaust Documentation Center in Hollywood Florida

http://www.holocaustmmb.org/ The Holocaust Memorial, Miami Beach

http://www.flhm2.org/ The Florida Holocaust Museum

## STUDENT WORK SAMPLES



A scene from The Devil's Arithmetic by Carlos Gomez

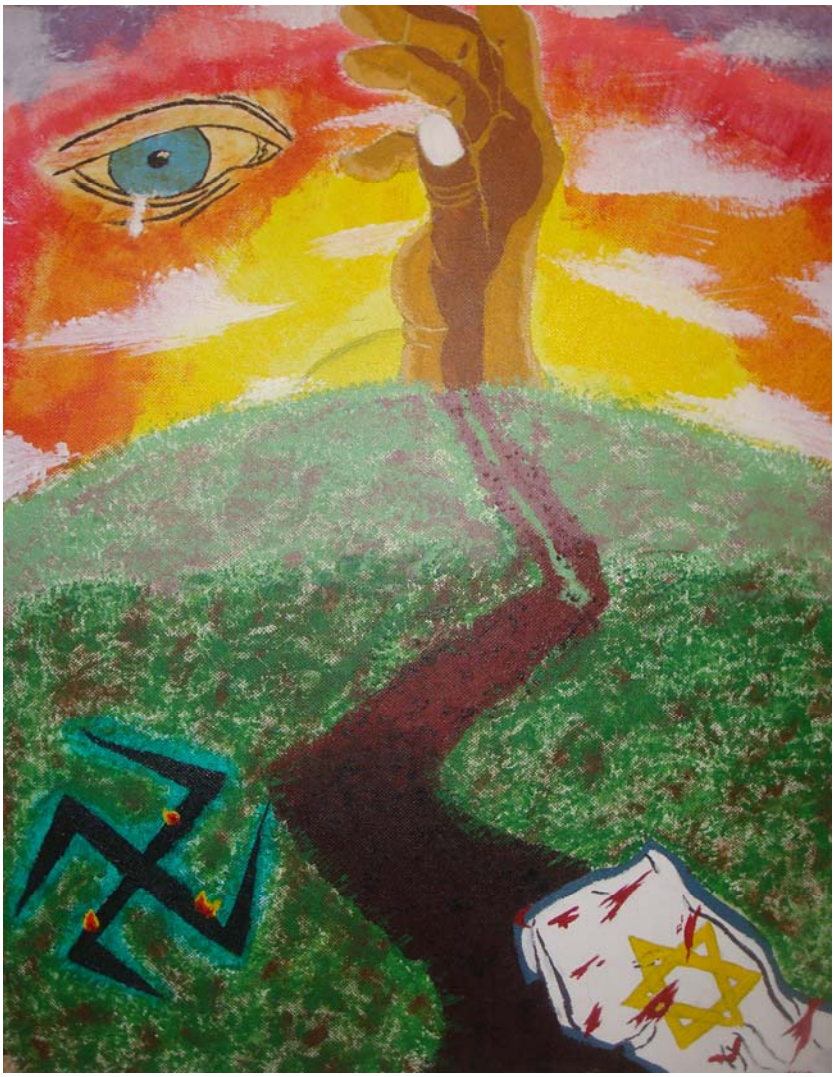
# Took it Away

They took away our freedom to walk
Took away our freedom to laugh
And love again
Took away our family faces
Knowing we won't see them again.
Took away our laughter,
Knowing when we do laugh,
We just imagine our freedom
To come back and pain to be
Over with.
Took away our lives
Took away our identity
We were just numbers to them
But what they didn't take
Away is our remembrance, because
They'll know we will always, always
Remember what they took away.

- Jasmine Samuel

Road to the Holocaust

Nataly Soberon

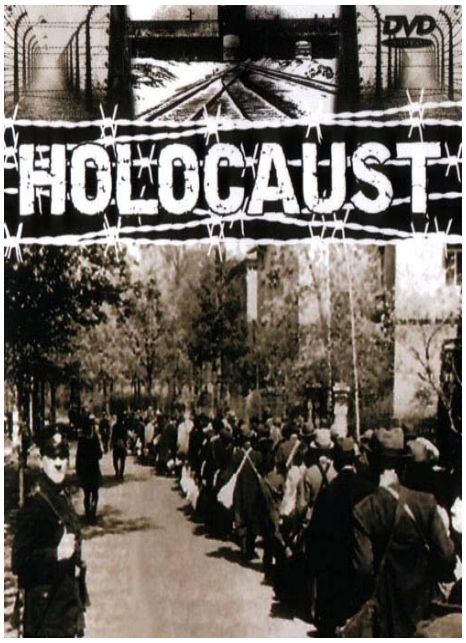


Prejudice

Vicious, Cruel
Savage, Violent, Brutal, Rancorous
Malicious, Hate, Heartless, Kind, Compassion, Loving
Devoted, Tolerance, Positive, Peace
Approval, Caring

Acceptance

By Jamili Lima



*They Are Almost the Same*

***From PowerPoint by Neischellee Smalling***

*Bullying Hurts*

***From PowerPoint by Jarvis Greene***