

## **Interwar Period and Holocaust Group – Ettie Abraham**

Paul Pereira (Newark Public Schools NJ, USA)

Vaia Manoli (Greece)

Joanna Prodromidou (Greece)

Jovita Lilinskiene (Lithuania)

Meile Platukiene (Lithuania)

**Lesson:** “Save one life, save the world entire” Project Presentation

**Required time:** 8-10 class periods (45 minutes)

**Target audience:** students aged 14 – 18

**Grade Level:** 8-12

**Class:** (Social Justice, US History 2, English, Ethics, Holocaust history, European history)

**Category:** (WWII, Holocaust)

**Summary:** Many students have some knowledge or understanding of the Holocaust and World War II even before they receive a formal education. However, with only knowing a few facts or a splattering of details, many, if not most, are missing the core human relation and empathy lessons that the Holocaust has to teach. The goal in this project is to engage students in the stories of real individuals, that they could relate to.

### **Background Information**

#### **1. Context for Lesson:**

- a. US History II – Informing students on the Holocaust and the actions necessary for saving lives throughout WWII.
- b. Intro to Social Justice – Teaching empathy and the importance of civic responsibilities and social activism in promoting a just society.

#### **2. Enduring Understanding (EU) - Raising students’ social consciousness and empathy in order for them to be aware of their civic and moral responsibilities as agents of change.**

#### **3. Goals/Objectives:**

- Identify the term genocide and how it was applied during WWII.
- Evaluate the impact the Holocaust had on families across Europe and relate that to their own lives today.
- Identify the ways in which families survived.
- Examine the isolation and extermination of European Jewry in Europe during WWII.
- Compare and contrast the actions of rescuers, bystanders, collaborators, and upstanders.
- Identifying cause and effect relationship between those involved
- Helping the students develop critical thinking skills through the analysis of historical sources (film, interviews, other historical accounts)
- Enhance their knowledge about the Holocaust and explore how individuals impacted lives
- Recognize the role of individuals in encouraging change and accomplishing goals
- Research and present their findings citing evidence.

#### **4. Materials:**

- Laptops
- Centropa Website [www.centropa.org](http://www.centropa.org)
- Projection screen
- Film “Three Promises” [Video Link](#)
- Powerpoint of guidelines and expectations for project
- Guidelines worksheet

- Art Materials
  - Flip chart
  - Presentation Grading Rubric
5. Depending on students' choice of presentation method, students will be required to understand basic use of Laptops, Google Docs, Powerpoint, Movie Maker

## **The Lesson**

**Interaction:** Lecture, Classroom discussion, individual work, group activity

**Method:** dialogue, demonstration, brainstorming, guided conversation, group work, research, student presentation

### **Teacher's activities**

- Short lecture on civic and moral responsibility
- Selecting the methods and materials (the film, diagrams, photos), which will make learning effective as well as interesting
- Integrating students' responses and guiding the conversation
- Explaining the expectations and providing an exemplar

### **Students' activities**

- Watching the film
- Completing the video response questions
- Class discussion
- Completing the Guided worksheet
- Debate/Brainstorming session
- Self-reflection
- Delegation of tasks and responsibilities
- Analyzing multiple sources and text

## **PROCEDURES**

**Day One Do Now:** Ask the students to take 5 minutes and reflect on a personal or familiar experience in which they knowingly chose to not aid someone in need or were themselves rejected without any support of someone they trust when it was the right thing to do. If necessary, provide example.

### **Discussion:**

- Once the Do Now is completed, ask for volunteers and promote a class discussion on empathy, support, and responsibility.
- Discussion points:
  - difference between empathy and sympathy.
  - Difference between moral and civic responsibility.

### **Introduce the film:**

- The teacher explains the film topic on the Kalefs.
- Each student is given a copy of a guided question worksheet to complete while watching the film.
- The teacher gives the instructions about the task and provides an exemplar, and starts the film

\*Further analysis of the film

## **Closing Activity:**

### **Exit Ticket questions for self-reflection**

1. How did you feel while watching the film?
2. Which part of the film affected you the most? Why?
3. Which character made the strongest impression on you? Why?

**Day Two Do Now:** Ask the students to take 5 minutes and reflect the following quote and explain its meaning.

**“The time is always ripe, to do right.” MLK**

Ask for volunteers to share out, then provide an example for better understanding.

### **Lecture/Project Instructions:**

Offer a 5-10 minute presentation that explains the expectations and guidelines of the project.

Hand out guidelines worksheet.

- Short Responses
  - Individuals name
  - Birthdate
  - Country of origin
  - Religion
- Over-Arching Questions
  - In what ways did the individual help?
  - What consequences did they face because they helped? (if none, determine the possible risks)
  - What happened to the individuals that were helped?
  - Did any of those individuals who were saved or their offspring have any great personal achievements (writers, doctors, etc.)

Explain the presentation methods (Groups may choose multiple methods of presenting their selected figure.)

- News Article
- Posters
- Powerpoint
- Interview (video or performed)
  - Either from the aspect of the person helped or the selected figure
- News Story (video or performed)
- Reflective video
- Artistic Piece
- Scrapbook or Album

Group students for activity

- Students will receive a group participation scorecard in order to promote participation.
- Students will then take this time to brainstorm and discuss group responsibilities.

### **Days 3-8**

Students will work in their groups to brainstorm, research, and work on their presentations.

Teacher will aggressively monitor the students' work, checking on progress, and offering assistance when needed.

### **Days 9-10**

Students will present their projects under the following guideline

- Presentations must be 3-5 minutes
- Each person must have contributed one speaking part in the presentation
- Students will have filled out their group score cards to hand in at the end of the presentations.
- Students not presenting will be answering guided questions, and commenting on the worksheet to ensure

they are paying attention throughout other students presentations.

- Teacher will grade presentations using a presentation Rubric