

Holocaust Heroes

Teacher's Guide

Grade Level: 9-12

Curriculum Focus: World History

Lesson Duration: Three class periods

Program Description

Who Betrayed Anne Frank? (39 Min.) – Uncover the last days of this teenager and her life in the “Secret Annex,” and discover who may have disclosed the Frank family to the Nazis. *Reunion: Children of La Hille* (15 min.) – Join a group of people who survived the Holocaust by hiding in the South of France as they meet again decades later.

Onscreen Questions

- What were the choices of those who came in contact with Anne Frank and her family?
 - Why would someone choose to betray the Frank family?
 - Why did men and women risk their own lives to help others during the Holocaust?
 - How can the choices we make affect other people?
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Lesson Plan

Student Objectives

- Understand the power of stories from the past.
- Conduct interviews with family members or friends to learn stories from the past.
- Develop a scrapbook page based on a story unique to each student's family.

Materials

- *Holocaust Heroes* video and VCR, or DVD and DVD player
- Computer with Internet access

Procedures

1. Begin the lesson with a discussion of World War II and the Holocaust. What caused World War II? What happened during the Holocaust? Students' ideas may include the following:

- World War II was caused by the growing tide of fascism in Europe and imperialism in Japan. The United States entered the war when Japan attacked Pearl Harbor.
 - Adolf Hitler and the Nazis sent six million European Jews to their deaths in organized killings known as the Holocaust. Families were separated and destroyed.
2. Watch *Holocaust Heroes*. Tell students that the story of Anne Frank and the children of La Hille are just two examples of the many stories that come from families.
 3. Ask students if they are familiar with stories from their own families. The story could be from a war, an immigration experience, or an event unique to their family. Assign students to interview a family member or friend about a story that has affected their lives. The student will develop a scrapbook page of the event using segments of the interview, photographs, and souvenirs.
 4. Give students time in class to prepare interview questions. If students need help getting started, suggest the following questions:
 - When did this event take place?
 - Where did it take place?
 - What makes this event significant?
 - Was the individual involved in danger? If so, how did he or she escape?
 - Does this event continue to affect your family or friends? If so, how?
 5. Students may find it interesting to read additional stories from the Holocaust. There are many examples on the Web including
 - http://nhs.needham.k12.ma.us/cur/wwII/%20WWII-p5-final/jsb_wwII_p5/esfira_annenberg.htm
 - <http://www.ushmm.org/museum/exhibit/online/phistories/>
 - <http://www.ushmm.org/museum/exhibit/online/phistories/>
 - <http://www.ushmm.org/museum/exhibit/online/phistories/>
 - <http://www.remember.org/image/tamara/>
 6. For homework, have students conduct their interviews. Have them write up their interviews and prepare their page for the class scrapbook of stories. Remind students that their pages should also include photographs or mementos.
 7. Collect all the pages and compile them into a class scrapbook. Share the scrapbook with other classes and have it available for visitors to look through.

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- 3 points: Students were highly engaged in class discussions; developed detailed questions for their interviews; produced creative and informative pages for the class scrapbook.
- 2 points: Students participated in class discussions; developed adequate questions for their interviews; produced satisfactory pages for the class scrapbook.
- 1 point: Students participated minimally in class discussions; did not complete the questions for their interviews; did not complete pages for the class scrapbook.

Vocabulary

fascism

Definition: A political philosophy based on nationalism and often racism that seeks an autocratic form of government run by a dictator and allows no opposition

Context: Although fascism suppresses many individual freedoms, people accepted rulers like Adolf Hitler in the 1930s because they provided economic stability.

Gestapo

Definition: The Nazi secret police, members had broad powers to act against "threats" to the state including arresting people and sending them to concentration camps.

Context: The Gestapo was considered above the law; it could order people to be tortured or executed without any judicial review.

Holocaust

Definition: A period in the late 1930s through 1945 during which six million Jews were sent to death camps and killed as part of an organized extermination program

Context: The Holocaust is considered one of the darkest times in world history, during which innocent men, women, and children were killed for no reason other than their ethnic heritage and religious beliefs.

Kristallnacht

Definition: Literally "crystal night"; November 9-10, 1938, when Nazi's attacked German Jews and their property; the name refers to the broken glass that littered the streets after the destruction

Context: More than a thousand synagogues were damaged or destroyed during *Kristallnacht*.

Academic Standards

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit <http://www.mcrel.org/compendium/browse.asp>

This lesson plan addresses the following national standards:

- World History: Era 8—Understands the causes and global consequences of World War II
- Historical Understanding—Understands the historical perspective
- Language Arts: Viewing—Uses viewing skills and strategies to understand and interpret visual media
- Language Arts: Writing—Uses the general skills and strategies of the writing process

The National Council for the Social Studies (NCSS)

NCSS has developed national guidelines for teaching social studies. To become a member of NCSS, or to view the standards online, go to <http://www.socialstudies.org/standards/strands/>

This lesson plan addresses the following thematic standards:

- Time, Continuity, and Change
 - Individuals, Groups, and Institutions
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Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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