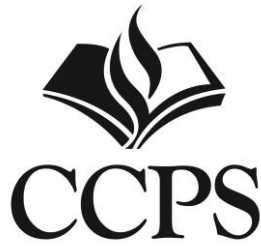




The Tower of Faces  
*Timothy Hursley for US Holocaust Memorial Museum*

# History of the Holocaust Resource Packet



Collier County Public Schools

[www.collierschools.com](http://www.collierschools.com)

Dr. Kamela Patton  
Superintendent of Schools

## THE DISTRICT SCHOOL BOARD OF COLLIER COUNTY

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**Report Number:**  
0128201601

**Coordinated by:**  
Social Studies Department

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Two German Jewish families at a gathering before the war. Only two people in this group survived the Holocaust. Germany, 1928.  
— *US Holocaust Memorial Museum*

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# Required Public School Instruction on the Study of the History of the Holocaust

## Florida Statute 1003.42

(2) Members of the instructional staff of the public schools, subject to the rules and regulations of the commissioner, the state board, and the school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction, the following:

(g) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

## Holocaust Remembrance Day

The internationally recognized date for Holocaust Remembrance Day corresponds to the 27th day of Nisan on the Hebrew calendar. It marks the anniversary of the Warsaw Ghetto Uprising.

2016 Thursday, May 5  
2017 Monday, April 24  
2018 Thursday, April 12  
2019 Thursday, May 2  
2020 Tuesday, April 21

For more information about Holocaust Remembrance Day please visit the United States Holocaust Memorial Museum's Days of Remembrance pages at <http://www.ushmm.org/remember/days-of-remembrance/why-we-remember>.

# Guidelines for Teaching about the Holocaust from the United States Holocaust Memorial Museum

Teaching Holocaust history demands a high level of sensitivity and keen awareness of the complexity of the subject matter. The following guidelines, while reflecting approaches appropriate for effective teaching in general, are particularly relevant to Holocaust education.

## DEFINE THE TERM “HOLOCAUST”

The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. During the era of the Holocaust, German authorities also targeted other groups because of their perceived “racial inferiority”: Roma (Gypsies), the disabled, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah’s Witnesses, and homosexuals.

## DO NOT TEACH OR IMPLY THAT THE HOLOCAUST WAS INEVITABLE

Just because a historical event took place, and it is documented in textbooks and on film, does not mean that it had to happen. This seemingly obvious concept is often overlooked by students and teachers alike. The Holocaust took place because individuals, groups, and nations made decisions to act or not to act. Focusing on those decisions leads to insights into history and human nature and can help your students to become better critical thinkers.

## AVOID SIMPLE ANSWERS TO COMPLEX QUESTIONS

The history of the Holocaust raises difficult questions about human behavior and the context within which individual decisions are made. Be wary of simplification. Seek instead to convey the nuances of this history. Allow students to think about the many factors and events that contributed to the Holocaust and that often made decision making difficult and uncertain.

## STRIVE FOR PRECISION OF LANGUAGE

Any study of the Holocaust touches upon nuances of human behavior. Because of the complexity of the history, there is a temptation to generalize and, thus, to distort the facts (e.g., “all concentration camps were killing centers” or “all Germans were collaborators”). Avoid this by helping your students clarify the information presented and encourage them to distinguish, for example, the differences between prejudice and discrimination, collaborators and bystanders, armed and spiritual resistance, direct and assumed orders, concentration camps and killing centers, and guilt and responsibility. Words that describe human behavior often have multiple meanings. Resistance, for example, usually refers to a physical act of armed revolt. During the Holocaust, it also encompassed partisan activity; the smuggling of messages, food, and weapons; sabotage; and actual military engagement. Resistance may also be thought of as willful disobedience, such as continuing to practice religious and cultural traditions in defiance

of the rules or creating fine art, music, and poetry inside ghettos and concentration camps. For many, simply maintaining the will to live in the face of abject brutality was an act of spiritual resistance.

Try to avoid stereotypical descriptions. Though all Jews were targeted for destruction by the Nazis, the experiences of all Jews were not the same. Remind your students that, although members of a group may share common experiences and beliefs, generalizations about them without benefit of modifying or qualifying terms (e.g., “sometimes,” “usually,” “in many cases but not all”) tend to stereotype group behavior and distort historical reality. Thus, all Germans cannot be characterized as Nazis, nor should any nationality be reduced to a singular or one-dimensional description.

### STRIVE FOR BALANCE IN ESTABLISHING WHOSE PERSPECTIVE INFORMS YOUR STUDY OF THE HOLOCAUST

Most students express empathy for victims of mass murder. However, it is not uncommon for students to assume that the victims may have done something to justify the actions against them and for students to thus place inappropriate blame on the victims themselves. One helpful technique for engaging students in a discussion of the Holocaust is to think of the participants as belonging to one of four categories: victims, perpetrators, rescuers, or bystanders. Examine the actions, motives, and decisions of each group. Portray all individuals, including victims and perpetrators, as human beings who are capable of moral judgment and independent decision making.

As with any topic, students should make careful distinctions about sources of information. Students should be encouraged to consider why a particular text was written, who wrote it, who the intended audience was, whether any biases were inherent in the information, whether any gaps occurred in discussion, whether omissions in certain passages were inadvertent or not, and how the information has been used to interpret various events. Because scholars often base their research on different bodies of information, varying interpretations of history can emerge. Consequently, all interpretations are subject to analytical evaluation. Strongly encourage your students to investigate carefully the origin and authorship of all material, particularly anything found on the Internet.

### AVOID COMPARISONS OF PAIN

A study of the Holocaust should always highlight the different policies carried out by the Nazi regime toward various groups of people; however, these distinctions should not be presented as a basis for comparison of the level of suffering between those groups during the Holocaust. One cannot presume that the horror of an individual, family, or community destroyed by the Nazis was any greater than that experienced by victims of other genocides. Avoid generalizations that suggest exclusivity such as “The victims of the Holocaust suffered the most cruelty ever faced by a people in the history of humanity.”

### DO NOT ROMANTICIZE HISTORY

People who risked their lives to rescue victims of Nazi oppression provide useful, important, and compelling role models for students. But given that only a small fraction of non-Jews under Nazi occupation helped rescue Jews, an overemphasis on heroic

actions in a unit on the Holocaust can result in an inaccurate and unbalanced account of the history. Similarly, in exposing students to the worst aspects of human nature as revealed in the history of the Holocaust, you run the risk of fostering cynicism in your students. Accuracy of fact, together with a balanced perspective on the history, must be a priority.

### CONTEXTUALIZE THE HISTORY

Events of the Holocaust, and particularly how individuals and organizations behaved at that time, should be placed in historical context. The Holocaust must be studied in the context of European history as a whole to give students a perspective on the precedents and circumstances that may have contributed to it.

Similarly, the Holocaust should be studied within its contemporaneous context so students can begin to comprehend the circumstances that encouraged or discouraged particular actions or events. For example, when thinking about resistance, consider when and where an act took place; the immediate consequences of one's actions to self and family; the degree of control the Nazis had on a country or local population; the cultural attitudes of particular native populations toward different victim groups historically; and the availability and risk of potential hiding places.

Encourage your students not to categorize groups of people only on the basis of their experiences during the Holocaust; contextualization is critical so that victims are not perceived only as victims. By exposing students to some of the cultural contributions and achievements of 2,000 years of European Jewish life, for example, you help them to balance their perception of Jews as victims and to appreciate more fully the traumatic disruption in Jewish history caused by the Holocaust.

### TRANSLATE STATISTICS INTO PEOPLE

In any study of the Holocaust, the sheer number of victims challenges easy comprehension. Show that individual people—grandparents, parents, and children—are behind the statistics and emphasize the diversity of personal experiences within the larger historical narrative. Precisely because they portray people in the fullness of their lives and not just as victims, first-person accounts and memoir literature add individual voices to a collective experience and help students make meaning out of the statistics.

### MAKE RESPONSIBLE METHODOLOGICAL CHOICES

One of the primary concerns of educators teaching the history of the Holocaust is how to present horrific, historical images in a sensitive and appropriate manner. Graphic material should be used judiciously and only to the extent necessary to achieve the lesson objective. Try to select images and texts that do not exploit the students' emotional vulnerability or that might be construed as disrespectful to the victims themselves. Do not skip any of the suggested topics because the visual images are too graphic; instead, use other approaches to address the material.

In studying complex human behavior, many teachers rely upon simulation exercises meant to help students “experience” unfamiliar situations. Even when great care is taken to prepare a class for such an activity, simulating experiences from the Holocaust remains pedagogically unsound. The activity may engage students, but they often forget

the purpose of the lesson and, even worse, they are left with the impression that they now know what it was like to suffer or even to participate during the Holocaust. It is best to draw upon numerous primary sources, provide survivor testimony, and refrain from simulation games that lead to a trivialization of the subject matter.

Furthermore, word scrambles, crossword puzzles, counting objects, model building, and other gimmicky exercises tend not to encourage critical analysis but lead instead to low-level types of thinking and, in the case of Holocaust curricula, trivialization of the history. If the effects of a particular activity, even when popular with you and your students, run counter to the rationale for studying the history, then that activity should not be used.

~adapted from <http://www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines>



# Partnership with the Holocaust Museum of SW Florida

## Museum Origin

The Holocaust Museum of Southwest Florida started out as a Golden Gate Middle School classroom exhibit created by students and teachers studying the Holocaust. In 2001, the exhibit was transformed into a museum and educational center, operating as a 501(c)(3) not-for-profit corporation.

## 5-8-10 Project

A partnership between the Holocaust Museum of Southwest Florida and Collier County Public Schools to provide consistent benchmark Holocaust education programs for fifth, eighth, and tenth grade students during their school career.



Photo credit: Nita Ettinger

# Additional Resources for Holocaust History

## **Websites:**

US Holocaust Memorial Museum Days of Remembrance:  
<http://www.ushmm.org/remember/days-of-remembrance>

US Holocaust Memorial Museum Resources for Educators: <http://www.ushmm.org/educators>

US Holocaust Memorial Museum Learning Site for Students:  
<http://www.ushmm.org/learn/students/the-holocaust-a-learning-site-for-students>

I Witness USC Shoah Foundation: <http://iwitness.usc.edu/SFI/Default.aspx>

Facing History Educator Resources: <https://www.facinghistory.org/for-educators/educator-resources>

Auschwitz-Birkenau Memorial and Museum Education Page:  
<http://auschwitz.org/en/education/>

History Channel Holocaust Site: <http://www.history.com/topics/world-war-ii/the-holocaust>

History Channel American Response to the Holocaust: <http://www.history.com/topics/world-war-ii/american-response-to-the-holocaust>

## **Discovery Education Videos:**

*Videos may contain graphic images and should be used with extreme caution and sensitivity in the secondary classroom.*

[Holocaust Content Collection](#)

[USC Shoah Foundation Survivor and Witness Interviews Collection](#)

[Virtual Experience: Auschwitz 70 Past is Present](#)

[Justice at Dachau: The Trials of an American Prosecutor \(14:21m\)](#)

## **Videos from the US Holocaust Memorial Museum:**

*Videos may contain graphic images and should be used with extreme caution and sensitivity in the secondary classroom.*

[Why We Remember the Holocaust \(8:54m\)](#)

[Confronting the Holocaust: American Responses \(16:44m\)](#)

[Voices of Rescue from the Holocaust \(12:28m\)](#)

[Never Again: Heeding the Warning Signs \(11:09m\)](#)

[Defying Genocide \(18:59m\)](#)

[WWII and the Holocaust Animated Map \(6:34m\)](#)

# Holocaust History Lesson Plan Collection

*First they came for the Socialists, and I did not speak out --  
Because I was not a Socialist.  
Then they came for the Trade Unionists, and I did not speak out --  
Because I was not a Trade Unionist.  
Then they came for the Jews, and I did not speak out --  
Because I was not a Jew.  
Then they came for me --  
and there was no one left to speak for me.*



**Martin Niemöller (1892-1984)**

[Diversity of Families Lesson Grades K-3](#)

[A Teacher's Guide to the Holocaust Elementary Activities](#)

[News in Education Sun Sentinel Holocaust Curriculum](#) – click page for entire PDF

[The Identification Card Project created by The Center for Literacy Studies, University of Tennessee](#)

[Life in the Shadows Online Exhibit and Study Guide](#)

[Is Genocide Occurring? created by American University's The Genocide Teaching Project](#)

## Diversity of Families

Social Studies, Level: Elementary

by Meghan Webb ([megs\\_118@yahoo.com](mailto:megs_118@yahoo.com)).

Marshall University, Huntington, WV

Activity Time: 45 minutes

### I. Title of Lesson: Diversity of Families

Grade Level(s): 1-3

### II. Rationale: Powerful Social Studies

This lesson plan is relevant and meaningful to the students because every child in the classroom has some type of a family—whether it is a parent, a relative, or a friend. This lesson plan will be integrative because it builds onto some of the curriculum that the children have already acquired—basic reading and writing. This lesson plan will be value-based because throughout the classroom discussions, children will be educated on the diversities of families in our classroom. This lesson plan will be challenging to the students because they will be expected to think, participate, and show interest in the discussions. Furthermore, this lesson plan will be active because it requires the students to think reflectively and to make connections between different types of families.

### III. Objectives:

Students will be able to:

- make connections to different types of families in the classroom
- create a “School Family Tree” that builds on the diversity of the students in the classroom

### IV. Procedure:

1. The teacher will start out this activity by giving each student a piece of construction paper and a pencil.
2. The teacher will then prompt the students to start a 2 minute brainstorming/writing activity: use words or phrases to describe the word “family”.
3. After all the students have completed this task, ask the students to put down their pencils.
4. Teacher may then start to read: Our School Family Poem. (Attached)
5. After reading the poem, ask the students to pick up their pencils and turn over their papers.
6. The teacher will then prompt the students into another brainstorming/writing activity session. The teacher will again challenge them to come up with even more words or phrases to describe the word “family”.

*Note: The purpose of asking the children to do the brainstorming/writing activity twice is to see if students can think critically and come up with a new meaning to the word “family” after hearing the poem.*

7. Once the students have completed this task, ask the students to share their work including what they wrote about families and why they wrote it. Do they feel that it what they wrote applies to their family or someone else’s family? What exactly defines a family?

8. Whenever the teacher feels that the children are beginning to make the necessary connections between the diversity of the word “family” he or she then needs to emphasize the fact that within “our school family” many people come from two parent families, single-parent families, extended families, blended families, or even another type of family.

9. The teacher will then pass out construction paper cutout parts of a tree to each student. Once, every student has received all parts of the tree including the trunk and the leaves, he or she can ask the students to print their full name on the tree trunk. The student can then label the leaves with the names of people in their biological family or school family. This activity is very important because when teachers build on the diversity found among their students, social studies is personal, relevant, and important.

10. To conclude this lesson, give the students a piece of writing paper and allow them to write a short essay of 1.) What they think a family is and 2.) Why they think families are important.

#### **V. Homework:**

Ask the students to bring in pictures of their biological or school families for show and tell. Also, ask the students to come up with one thing that they would like to share about their family to the class—this could be a tradition, funny story, etc.

#### **VI. Evaluation:**

The teacher can evaluate the effectiveness of this lesson by the group discussion participation and the completed family tree activity. The teacher can also evaluate the effectiveness of the lesson by reading the students brainstorming and essay papers describing what a family is and why they are important.

#### **VII. Modifications for Diverse Learners:**

If there were any students in my class that needed assistance, I would pay special attention to accommodating my lesson to their educational needs, as well as my regular students’ educational needs. If required, I would work one-on-one with the student or assign the student with a “study buddy”. I feel that in using these types of services, I will be providing the best possible and least restrictive learning environment for a child with a mild to moderate disability.

Our School Family  
Our family comes  
From many towns:  
Our hair is straight,  
Our hair is brown,  
Our hair is curled,  
Our eyes are blue,  
Our skins are different  
Colors, too.  
We're girls and boys,  
We're big and small,  
We're young and old,  
We're short and tall.  
We're everything  
That we can be  
And still we are  
A family.  
We laugh and cry,  
We work and play,  
We help each other  
Every day.  
The world's a lovely  
Place to be  
Because we are  
A family.

Lesson from Teachers.net at <http://teachers.net/lessonplans/posts/3676.html>



## Elementary Lesson Plans

When teaching about the Holocaust, it is important to keep the student's age in mind. The matrix and lessons provided below may be used as a guideline for the elementary grades.

Children in the primary grades can be expected to understand concepts related to family, similarities and differences in people, and getting along with others. According to Piaget (1969), children of this age should be expected to have difficulty with time-related concepts although they can develop conceptual understanding and learning processes about time that are important for future acquisition of historical concepts.

In the intermediate grades, students learn a great deal about history outside of school. This knowledge comes from experiences with historic buildings and sites, artifacts, stories told by relatives, and images presented in the media. Sharing objects, family heirlooms, an object from each year of the child's life is important. Beginning with students' experiences provides meaning and significance.

Students in the intermediate grades begin to practice skills such as decision making and conflict resolution, and to build tolerance and compassion for others.

It is strongly recommended that the term Holocaust not be introduced prior to the fifth grade. Beginning in fifth grade and continuing on through the middle grades is recommended that the students study about the events and history that led up to the final solution. The *Diary of Anne Frank* is typically reserved for eighth grade. Teaching specifically about the camps and the final solution is best left for high school.

The following matrix was created by the Pinellas County Schools, Office of Community Services and Human Relations and The Florida Holocaust Museum and Educational Center to provide guidelines for Holocaust education in the elementary school.

	THEMES/TOPICS	SOCIAL STUDIES	THE ARTS	LANGUAGE ARTS	ETHICS/ RESPONSIBILITIES	RESEARCH/ THINKING
<b>PRE K-2</b>	belonging, understanding, and appreciating differences; learning to get along	recognizing similarities and differences of people and communities; variations in families; customs and values of diverse groups	using art forms to understand family and cultural celebrations	reading and writing in response to literature	effect of rules on the way people live; living and working together; how people abide by rules of conduct and resolve their conflicts; promotion of tolerance, understanding, and acceptance	accessing information using tables, charts, graphs; observe, identify, order, describe; and compare and contrast
<b>3-5</b>	confronting change; evaluating customs and values of groups in conflict; recognizing and resisting conditions detrimental to human development and opportunity	recognizing changes over time; becoming a responsible, respectful member of democratic society; becoming aware of how democratic processes help to solve problems; learning how customs and values create different types of communities	using art forms to gain an understanding of cultures from the past and present	reading and writing for various purposes; using journals, diaries, and other forms of literature to gain an understanding of history	solving problems and conflicts peaceably; making decisions and participating in a democracy; recognizing ethical and unethical uses of power; promoting tolerance, understanding, and acceptance	locating, manipulating, and summarizing information from oral, visual, and written sources in addition to the above

The following activities were produced by a number of educators for a variety of elementary teaching situations. Please carefully consider the appropriateness of any activity before introducing it to your students. What may have worked well in one classroom may not be appropriate for students in another classroom where educational background and life experiences may be substantially different.

**ACTIVITY** Beginning Holocaust Studies. A thematic unit developed for fifth grade.

**ACTIVITY** Elementary: K-4 Suggested Activities and Strategies.



**ACTIVITY** A Holocaust Monument. Students use geometric shapes or forms to create a Holocaust monument.

**ACTIVITY** Letter of Memorial. Students write a letter to a foreign language newspaper in memory of victims or ask that readers remember the lessons of the Holocaust.

**ACTIVITY** *The Lily Cupboard* by Shulamith Ley Oppenheim. A lesson based on this book.

**ACTIVITY** *Molly's Pilgrim*. A third grade unit from the Holocaust Outreach Center at Florida Atlantic University.

**ACTIVITY** *Number the Stars* by Lois Lowry. Students become acquainted with the threat to all citizens, especially to Jewish citizens, resulting from the imposition of Nazi authority and appreciate the courage exhibited by ordinary people acting out of conscience.

**ACTIVITY** *Number the Stars* by Lois Lowry. A lesson based on this book.

**ACTIVITY** *Number the Stars* by Lois Lowry. This review by Carol Otis Hurst first appeared in Teaching K-8 Magazine.

**ACTIVITY** *Snow Treasure* by Marie McSwigan. A lesson based on this book.

**ACTIVITY** Starvation in the Ghettos. Students recognize the suffering and loss of life experienced in Holocaust ghettos due to food rationing, identify the basic food groups, USDA requirements and compare those to rations of ghetto and camp inmates.

**ACTIVITY** *Twenty and Ten*. Holocaust Outreach Center - Florida Atlantic University: Fourth Grade Unit.

**ACTIVITY** *The Upstairs Room*. A core book guide for *The Upstairs Room*.

**WEB LINK** Holocaust and Genocide Curriculum from the New Jersey Commission on Holocaust Education.

**WEB LINK** Teresa Morretta's Holocaust lesson plans for grades 4-12.

Entire document can be found on the Florida Center for Instructional Technology website at <http://fcit.usf.edu/holocaust/activity/intermed.htm>

# THE HOLOCAUST

*Remembering the Past; Safeguarding the Future*



# The Identification Card Project

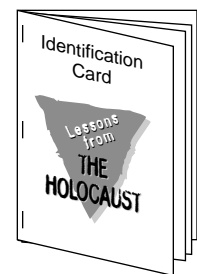
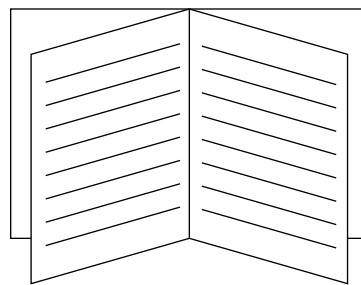
History is most often learned as a set of facts about big events, but each person who “was there” had a unique experience. Each person’s perspective (or view) is different. To understand perspectives better, think about what happens during a car wreck. All witnesses see different details, depending on where they are and what they are doing at the instant the wreck occurs.

Often when we study history, the stories of past events seem distant and lifeless. Remember that ordinary people experienced “history” as their daily lives, just like the today’s events are a part of our lives. Our experiences will be part of “history” in the future.

The United States Holocaust Memorial Museum created Identification (ID) Cards for museum visitors to “meet” individuals whose lives were affected by the Holocaust. Each ID card tells about the experiences of a real person during the Holocaust.

In this project, you will first study the ID card for a person who experienced the Holocaust. As you read their card, think about the person’s life. How are they similar to you? How are they different? Next, you will be creating an ID card for yourself. What people and events have shaped your life?

On your ID card, you will be asked to think about your goals and what you would like to do in the future. Finally, you will be asked to compare your life to the life of the person on the Holocaust ID card.



To assemble: copy ID Card pages front to back, fold in half and staple at the crease.

# Learning about the Personal Histories of Holocaust Victims

1. **Select an Identification Card.** You may want to choose a “partner” who is the same sex as you.

2. **Read the top of the first page of the card.**

a. Whose ID card do you have? \_\_\_\_\_

b. Can you say your new partner's name?  yes  no

*(Note: If the name on your ID card is difficult, you may want to use a similar name that is easier for you to remember. Many names and places are difficult to pronounce for people from other parts of the world.)*

c. When was your partner born? \_\_\_\_\_

d. In what country was your partner born? \_\_\_\_\_

Find that country on your *1933 Map of Europe*.

3. **In your own words, describe an interesting detail from your partner’s personal history before 1933.**

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4. **In your own words, describe a detail from 1933 to 1939.** *(These were the years after Hitler came to power but before World War II)*

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5. **In your own words, describe a detail from 1940 to 1945.** *(During World War II)*

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6. **After 1945.** *(After World War II)*

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# Your Personal History: An ID Card Project

Each person has a unique personal history. Just like the people who are on the ID cards in the first part of this lesson, your history is unique—it is yours alone. Other people (your family, friends, and community) share parts of your history, but their story is not identical to yours. Writing your personal history helps you understand your unique place the world.

1. Complete this questionnaire to begin gathering and organizing information about your personal history. Include the names of places you have lived.
2. Collect a few photographs or other important mementos of your life (you may want to photocopy these rather than turning in your originals).
3. On a map, find and mark the places you have lived.
4. Finally, create your own ID card on the form provided OR create a new format for your ID card.

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Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Place of Birth: \_\_\_\_\_

Parents' Names: \_\_\_\_\_

Brothers and Sisters: \_\_\_\_\_

Family Background: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Important events as baby or a young child: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Important events as a youth: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Important events as an adult: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your current situation or future goals: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other information you would like to include: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Identification Card





PHOTOGRAPH



NAME \_\_\_\_\_

DATE OF BIRTH \_\_\_\_\_

PLACE OF BIRTH \_\_\_\_\_

FUTURE GOALS:

15 horizontal lines for writing future goals.



FAMILY BACKGROUND:

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IMPORTANT EVENTS AS AN ADULT:

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IMPORTANT EVENTS AS A YOUNG CHILD:

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# Influences on an Individual's Life

A personal history—for you and every other person—is shaped by a variety of factors. These factors include:

- your family's background (*like wealth, race, and religion*)
- personal decisions you make (*like a decision to get married, have a child, or finish school*)
- other people's actions (*like a parent's decision to move*)
- unavoidable natural events (*like a family death, a flood, or a house fire*)
- and political or community conditions (*like a depression or war*).

Study the Holocaust ID Card that you read in the first part of this lesson and the personal ID Card you made in the second part of the lesson. Fill in the chart on the next page to discover how personal histories are shaped. In some categories, you may have to infer (to figure out by reasoning) an answer. For example, the Holocaust ID Cards do not say that the war started in 1939, but we know it did from reading *The Holocaust: Over Twelve Years of Fear*. We can infer how the war changed the person's life.

**INFLUENCES ON AN INDIVIDUAL'S LIFE**

<b>FACTORS</b>	<b>PERSONAL HISTORY FROM A HOLOCAUST ID CARD</b>	<b>YOUR PERSONAL HISTORY</b>
<b>Family Background</b>		
<b>Personal Decisions</b>		
<b>Other People's Actions</b>		
<b>Unavoidable Natural Events</b>		
<b>Political/ Community Conditions</b>		

*Note: Some sections may not have examples and others may have several.*

HOME > REMEMBER SURVIVORS AND VICTIMS >

## Identification Cards

Museum-Created ID Cards from the Permanent Exhibition

Days of Remembrance

**Identification Cards**

The Holocaust Survivors  
and Victims Resource  
Center

Office of Survivor Affairs

World Memory Project



**HENOCH KORNFELD**

Born: 1938

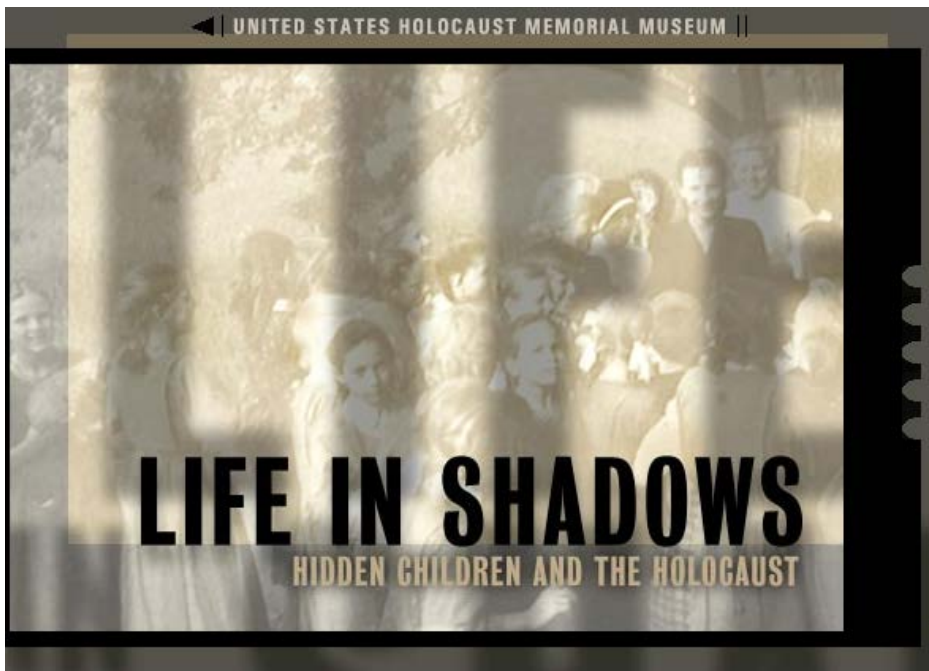
Kolbuszowa, Poland

[Read more](#)

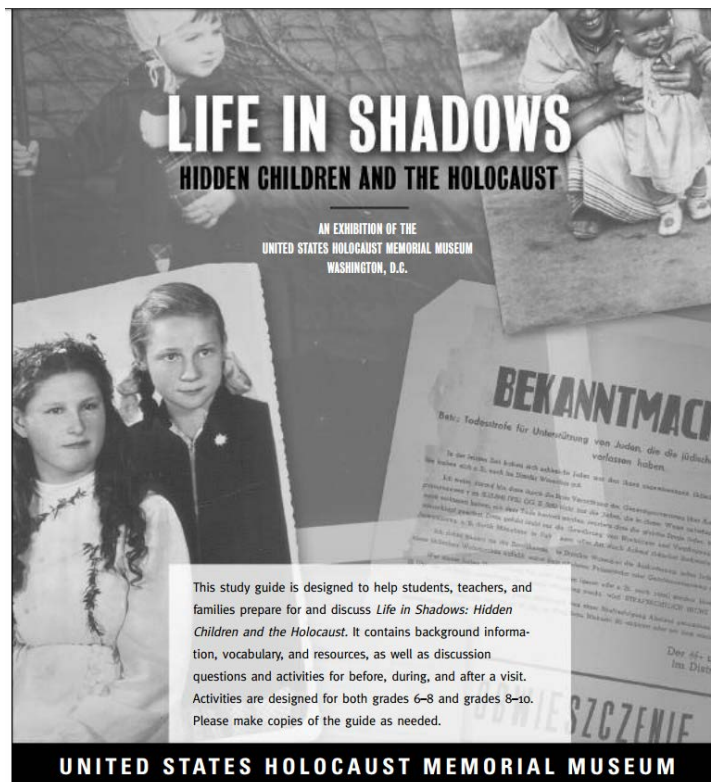


UNITED STATES  
**HOLOCAUST**  
MEMORIAL  
**MUSEUM**

Identification Cards Can be Found at  
<http://www.ushmm.org/m/pdfs/20141010-dor-personal-histories.pdf>



Online Exhibit found at  
<http://www.ushmm.org/exhibition/hidden-children/index/>



Study Guide found at  
<http://www.ushmm.org/exhibition/hidden-children/pdf/StudyGuide.pdf>



**AMERICAN UNIVERSITY WASHINGTON COLLEGE OF LAW  
CENTER FOR HUMAN RIGHTS AND HUMANITARIAN LAW**

**The Genocide Teaching Project**

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**MODEL LESSON PLAN**

**Grade Level:** 10 – 12

**Time:** 45 minutes

**Objectives:**

By the end of this lesson, students should be able to:

- ❖ Explain what genocide is
- ❖ Identify genocides of the 20<sup>th</sup> century
- ❖ Explain key events in Sudan’s history
- ❖ Think critically about the responsibility of the United States in preventing genocide

***Introduction to the Lesson (15 minutes):*** Explain to the students that they are going to learn about an ongoing conflict in which horrific injustices continue to occur while the world, for the most part, stands by silently.

Before delving into the specifics of Sudan, challenge the students to define genocide: What is genocide?

Then ask the students, “When is something killing versus genocide? How do we measure it and define it?”

Draw a horizontal line on the board. Label one end “least harmful” and the other end “most harmful.” This is the “spectrum of violence.”

Spectrum of Violence

Least Harmful ----- Most Harmful

Describe to the students a world which is populated by two groups of people: the Purple People and the Pink People. Ask students where on the spectrum they would place the following acts of violence:

- ❖ Spitting on someone because they are Purple
- ❖ Calling someone a bad name because they are Purple
- ❖ Beating up a random Purple person walking down the street because they are Purple
- ❖ Passing a law to prevent all Purple people from getting jobs from Pink people
- ❖ Ransacking a neighborhood, breaking windows of houses and painting graffiti on Purple peoples' houses
- ❖ Killing a Purple family because they are Purple
- ❖ Rounding up and taking all Purple people to a school yard and killing them

The students will likely have a difficult time deciding where to place the acts of violence on the spectrum.

*[Be aware that this part of the lesson could become an entire class: the examples range from verbal violence to economic violence to physical violence. The debate about "rating" them on the spectrum can be long and heated. Be aware of time and keep the conversation moving forward.]*

Ask the students how they would define genocide.

Explain that genocide is the systematic extermination of a group of people on the basis of their ethnicity, religion, or other defining characteristic.

Suggest that genocide has a few specific components *[write them on the board]*:

- ❖ Systematic actions taken
- ❖ To destroy or exterminate
- ❖ A group of people
- ❖ Based on a specific characteristic of the group (such as race, religion, ethnicity)

Now ask the students to name examples of genocide in the 20<sup>th</sup> century (answers may include: the Holocaust, Armenia, Cambodia, Bosnia, and Rwanda). Ask whether they know of any countries today in which the genocide is still occurring (Sudan, Chechnya).

Explain that after World War II and the Holocaust in which 6 million Jews were systematically murdered in concentration camps by the Nazis, the international community decided that this should never happen again. They adopted the Genocide Convention which gives a legal definition of genocide and which obligates the countries that sign the treaty to intervene to stop genocide when it is occurring.

The legal definition of genocide as defined by the Genocide Convention is:



“[A]ny of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- Killing members of the group;
- Causing serious bodily or mental harm to members of the group;
- Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part
- Imposing measures intended to prevent births within the group;
- Forcibly transferring children of the group to another group”

***Give a Brief Overview of What is Happening in Darfur:***

See the attached Background Sheet for more information about the conflict. For updated information a quick internet search yields many results.

Summary:

- Sudan is the largest country in Africa. It is located in the northeastern part of the continent and bordered by nine countries including Egypt, Ethiopia and Chad;
- The conflict in Darfur started in February 2003 as a result of rebel violence against the Sudanese government, but government-backed militias (the *Janjaweed*) quickly moved against civilians in the region;
- The violence is ethnically based with the Arab Janjaweed fighting against the Black villagers – it is not religiously based as nearly everyone is Muslim;
- Over 400,000 people have been killed so far as a result of the violence in Darfur;
- Over half of the villages in Darfur have been burned to the ground;
- Over 2.5 million people have been displaced within Darfur and over 200,000 people are living in refugee camps in Chad;
- Rape has been used widely as a weapon of war with women and girls prone to sexual violence when they go out of the camps to look for firewood or fuel;
- In November 2006, the World Food Programme of the United Nations said that 3.7 million people of the total 6 million people in Darfur need food aid;
- While there are international aid organizations helping displaced people (like Oxfam, CARE, the International Rescue Committee and the UN), not enough money has been received by these organizations to address the huge need in Darfur;
- The International Criminal Court (ICC) opened an investigation in May 2005 to try to bring the people who are responsible for the committed atrocities to justice;
- The Prosecutor of the ICC has requested an arrest warrant be issued for Sudanese President Omar Hassan al-Bashir, finding him responsible for the genocide in Darfur.

Remind students of the definition of genocide.

The attacks by the Janjaweed and the Sudanese government have intended to destroy the Black population of Darfur by doing many of the acts outlined in the 1948 Genocide Convention, including

- *Killing members of the group;*

- *Causing serious bodily or mental harm to members of the group;*
- *Creating living conditions of the group with the intent to bring about its physical destruction in whole or in part*

***A Call for Action:***

Now ask the students:

- ❖ Are there similarities between what is happening in Darfur today and what happened in Rwanda?

Possible answers may include:

- *“We know what’s happening but no one is doing anything”*
- *“Lots of people are dying just because they are a member of a different group”*
- *“Women are being raped as part of the genocide”*

- ❖ What lessons have we learned from what happened in Rwanda and how can they be applied to the current situation in Darfur?

Possible answers may include:

- *“Genocide happens when we don’t do anything to stop it”*
- *“Leaders need to call a situation genocide to get other leaders to join in and stop the killing”*
- *“Everyone can make a difference by choosing to act to stop genocide”*

- ❖ Write three terms on the board – “International”, “National”, and “Local”.
  - Ask the students for ideas about what can be done to stop the genocide on each level. Begin with the international level and end with the local level, and write their responses on the board.

Possible answers may include:

International

- *“Our leaders can be the first to act and get other leaders to do the same.”*
- *“Different countries can send people/troops to help make sure that things stay peaceful after genocide.”*
- *“All countries can learn from past mistakes and try not to make them again.”*

National

- *“The United States can donate money to groups working to end genocide.”*
- *“Leaders can make sure that students are taught about genocide in school so that they know what is going on.”*
- *“Leaders can listen to people who call or write about the genocide and they can also pass legislation to help stop genocide.”*

### Local

- *“I could write an article about the genocide for the school newspaper and ask teachers to talk about it in class.”*
  - *“Religious and community leaders can organize events to raise awareness and/or money to fight genocide.”*
  - *“I could talk to friends and family and get them involved in trying to stop genocide.”*
- ❖ End the lesson by focusing on the local level. This is where the students can think critically about what they can do to make a difference. It is important to make students feel that they are not powerless and that they can do something. End your discussion by really encouraging them to take action and reiterating the importance of every person’s voice.



### **Ideas for Continued Study/Homework:**

The following are a variety of follow-up ideas that can be integrated into this lesson plan or which can be used in subsequent class sessions:

- ❖ Screen the video, “A Good Man in Hell” (13 minutes) and discuss
- ❖ Write an essay, examples of topics include:
  - From the Holocaust to Rwanda: Have We Learned Our Lessons?
  - What is the International Community’s Responsibility for Preventing Genocide?
  - Can There Be Reconciliation After Genocide?
- ❖ Assign a research paper. Topics may include:
  - A particular aspect of the Rwandan genocide (such as the use of the media to incite violence)
  - Other genocides of the 20<sup>th</sup> century (the Holocaust, the Armenian Genocide, the Cambodian Killing Fields)
  - Raphael Lemkin, the creation of the word “genocide” and his one-man crusade for the Genocide Convention
- ❖ Write a letter to victims of the genocide (like Valentina)
- ❖ Write letters to President Obama, UN Secretary General Ban Ki-moon, other government officials about genocide and foreign policy
- ❖ Write an article about genocide for the school paper
- ❖ Write a letter to the editor of the local newspaper

## **BACKGROUND SHEET ON THE CURRENT CRISIS IN DARFUR, SUDAN** ***UPDATED JANUARY 2009***



Sudan is located in Northeastern Africa. It is the largest country in Africa. Sudan is bordered by nine countries, including Egypt, Chad and Ethiopia. The Darfur region is in the western part of Sudan. It is roughly the size of France.

For 21 years, a civil war raged between the North and the South of Sudan. This civil war ended with a peace agreement in December 2004. The current crisis in Darfur is not directly related to the civil war, but emerged as peace talks became serious and groups within the Darfur region felt marginalized in the newly proposed power sharing agreement.

The current conflict in Darfur started in February 2003 when two groups of rebels mounted a rebellion against the Sudanese government. In response, the government supplied militias called the *Janjaweed* with weapons, uniforms and air support to fight against the uprising. This fight, however, has been turned against the civilian population of the region and

has led to a campaign of violence where villages have been torched to the ground, people have been forced out of their homes, many have been murdered and more have been raped. More than half of the villages in Darfur have been completely destroyed. Over an estimated 400,000 people have died as a result of the violence and more than 2.5 million people have been driven from their homes. The Sudanese government is directly responsible for the actions of the militias because it continues to provide support to the Janjaweed.

The conflict in Darfur is not religiously based - nearly everyone involved is Muslim. But there is a racial and ethnic component to the violence because the largely Arab Janjaweed have targeted Black villagers. There are documented accounts of racial epithets being used against the Black villagers by the Arab Janjaweed while they were raping, killing or looting.

Because of the violence, over two million people in Darfur are now living in makeshift camps inside Sudan, and 200,000 are in camps across the border in Chad. They are living in extremely hot conditions in the desert, with little shelter and limited supplies of food, water and medicine. Conditions in these camps are very bad and there is not enough food, water, shelter, or protection to keep everyone healthy and safe. Many of the camps have even been targeted for attacks by the Janjaweed. Women who leave the camps to gather firewood or food are often raped.

On September 9, 2004 the United States government declared the situation in Darfur to be genocide. Under the 1948 Genocide Convention, this declaration obligates the U.S. and the international community to take action to prevent further bloodshed and to punish the perpetrators.

The attacks by the Janjaweed and the Sudanese government have intended to destroy the Black population of Darfur by doing many of the acts outlined in the 1948 Genocide Convention, including:

- *Killing members of the group;*
- *Causing serious bodily or mental harm to members of the group;*
- *Creating living conditions of the group with the intent to bring about its physical destruction in whole or in part*

At present, the United States is the only country that has declared the conflict in Darfur to be genocide (although others have acknowledged “crimes against humanity” and “genocidal acts”).

In March 2005, after more than two years of violence, the United Nations Security Council took two important steps: they authorized sanctions to be imposed on individuals responsible for violating international law in Darfur and they referred the situation in Darfur to the new International Criminal Court (ICC).

The sanctions are designed to restrict those involved in the campaign from traveling and accessing any of their funds. The UN Security Council established a Sanctions Committee to oversee this process; however, it has proven to be ineffective thus far.

The referral of the situation in Darfur by the United Nations Security Council to the International Criminal Court (ICC) is unprecedented. This was the first time that a country had been referred to the ICC by the United Nations. The international community is hoping that the involvement of the ICC, the first permanent criminal court established by the international community, will bring the people responsible for the violence in Darfur to justice. An investigation of the situation in Darfur was opened by the ICC in May 2005 and three years later in July 2008, the Prosecutor of the ICC, Luis Moreno-Ocampo, filed an application with the ICC to issue an arrest warrant for Sudanese President Omar Hassan al-Bashir. Prosecutor Ocampo asserts that there are reasonable grounds to believe that President al-Bashir is responsible for various international crimes including genocide.

Although the Sudanese government has also announced plans to establish a special tribunal in Sudan to bring perpetrators of serious crimes to justice, this is widely seen as a symbolic last-ditch effort to try to avoid prosecution at the ICC.

The Sudanese government has also agreed to allow troops from the African Union, a regional body that seeks to provide cooperation and security in Africa, to serve as “observers” in Darfur. However, these troops do not have a mandate to actively protect civilians, only to serve as observers. Given the fact that this region is the size of France, experts estimate that for the troops to be effective, at least 40,000 need to be deployed. The United Nations/African Union Mission in Darfur (UNAMID) combined both AU and UN troops in Darfur, raising their troop level to 12,400 as of November 2008. UNAMID is still limited in resources, including troops and equipment such as helicopters and transport vehicles.

Many international aid organizations are operating in Darfur and on the border with Chad to help provide basic needs to the people whose villages have been destroyed and whose homes are unsafe. Yet while the UN is providing some assistance, the international community has not donated enough money to enable the UN and other aid organizations to buy food and supplies to help these people. A January 2009 report by the UN World Food Programme said that 3.5 million people in Sudan (more than half of its population) need food. Plus, where the international community has donated money, they often have not actually paid their pledges to provide the cash needed to buy and transport the food to Sudan.

African Union sponsored peace talks between the rebels and the government are ongoing in Abuja, Nigeria.