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CARING MAKES A DIFFERENCE

By:

Peppy Margolis,

Primary Author

New Jersey Commission on Holocaust Education

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**GOVERNOR CHRISTINE TODD WHITMAN
HOLOCAUST MEMORIAL
STATE MUSEUM
TRENTON
APRIL, 15 1995**

I would also like to thank the entire New Jersey Commission on Holocaust Education for all the outstanding work it has done. One year ago, I signed into law legislation that requires our schools to teach our children about the Holocaust and other genocides. The Commission Holocaust Education laid the ground-work for that legislation by identifying and gathering the tools and resources for a Holocaust curriculum.

As we have seen and heard today, that initiative is an unqualified success -- for which the Commission deserves a lot of credit.

Today, I am honored and moved to receive the Liberty Monument Medal. But this day -- and all tributes we bestow here -- really belong to Holocaust survivors like Margit Feldman, whose courage and determination to bear witness to the horrors of the Nazi death camps ennoble humanity.

This day also belongs to the camp's liberators like John Farinella, who saw and recorded for posterity the gruesome evidence of Nazi crimes.

And this day belongs to the young, whose study of the Holocaust has helped grow THEM into more aware, more sensitive human beings. Hearing Sean and Stacy reveal how learning about the Holocaust changed their lives shows us why we have to remember this terrible period in history.

Sean and Stacy, you have made the case better than I ever could about why we are teaching New Jersey's children about the Holocaust and other genocides.

As I said last year when I signed the legislation mandating Holocaust education, honest people can disagree over a universe of topics. But there aren't two sides to Auschwitz. Our children and their children need to learn the truth about the Holocaust -- to know that racial, religious, and ethnic hatred can lead to genocide.

Now I know that after 50 years, there are some people who believe, for whatever reason, that 50 years of hearing about the Holocaust is enough, that it's time to let the matter drop, that it is time to move on.

To them, I would reply with four words: Forgetting is a sin.

How can we appreciate democracy and goodness unless we understand the horrors and destruction that come out of tyranny and evil? How, indeed, can we stand up for goodness in the face of evil if we don't recognize evil?

That recognition of evil, painful and terrifying as it may be, is our saving grace. Knowing there is evil in the world moves us to identify with those who suffer from evil -- because we are all vulnerable. That empathy obligates us to fight evil when we see it.

But how can we recognize evil if we forget slavery in Egypt and America, if we forget the Holocaust, if we shut our eyes to the genocide in Cambodia, Bosnia, and Rwanda?

It is our business to remember the Holocaust, because it raises the most critical moral issues there are: those of good and evil, of empathy and indifference.

It is our business to remember the Holocaust because the loss of millions of lives was the world's loss.

It is our business to remember the Holocaust because it motivates us to be humane and see in our neighbor one who can love and dream and suffer the way we do.

It is our business to remember that there is never a "they," but always a "we".

Forgetting is a sin -- a sin that humanity must never commit.

EXCERPTS FROM LETTER DATED JUNE 4, 1993 BY MURRAY J. LAULICHT, CHAIRMAN, N.J. COMMISSION ON HOLOCAUST EDUCATION IN SUPPORT OF HOLOCAUST EDUCATION MANDATE LAW

The New Jersey Commission on Holocaust Education was created in July 1991 by L. 1991, Chapter 193, codified in N.J.S.A. 18A:4A-1 et. seq. This law was adopted unanimously by the Legislature. Section 1 of the Commission's enabling statute includes the following findings and declaration:

- It is desirable to education our citizens about the events leading up to the Holocaust and about the organizations and facilities that were created and used purposefully for the systematic destruction of human beings;
- It is the policy of the State of New Jersey that Holocaust history is the proper concern of all people, particularly students enrolled in the schools of the State of New Jersey; (and)
- It is desirable to create a State-level commission, which as an organized body, on a continuous basis, will survey, design, encourage, and promote implementation of Holocaust education and awareness programs in New Jersey. . .

Section 3 of the enabling statute imposes the following responsibilities and duties upon the New Jersey Commission on Holocaust Education:

- To provide, based upon the collective knowledge and experience of its members, assistance and advice to the public and private schools with respect to the implementation of Holocaust education and awareness programs;
- To meet with county and local school officials and other interacted public and private organizations, including service organizations, for the purpose of assisting with the planning, coordination or modification of courses of study dealing with the subject of the Holocaust; (and)
- To prepare reports for the Governor and the Legislature regarding its findings and recommendations to facilitate the inclusion of Holocaust studies and special programs memorializing the Holocaust in educational systems in the State.

Since its creation, the New Jersey Commission on Holocaust Education has devoted considerable time and attention to the fulfillment of these statutory provisions. At its meeting on May 11, 1993, the Commission adopted two resolutions of enormous significance.

First, the Commission approved Guidelines for Holocaust Education for use by the schools of New Jersey. The Commission believes that these Guidelines embody the essence of the Holocaust Education that should be provided to the students of New Jersey so that they may be properly equipped to assume their roles as informed leaders and citizens of our State.

Second, the Commission decided to recommend that Holocaust Education will be mandated in the schools of New Jersey. The Commission concluded that mandating is necessary in order to properly implement the above-quoted "policy of the State of New Jersey that Holocaust history is the proper concern of all people, particularly students enrolled in the schools of the State of New Jersey."

In line with these determinations, the New Jersey Commission on Holocaust Education now recommends that the State of New Jersey, acting through the Legislature and the Governor, enact a new law mandating Holocaust Education in the schools of New Jersey. Unfortunately, the need to learn the lessons of the Holocaust, a field in which New Jersey has been a leader, is painfully evident. Ethnic crimes and other mass atrocities occur around the world, accompanied by repeated questions concerning where bigotry and intolerance can lead us. Even New Jersey has not been immune. According to the most recent report of the New Jersey Attorney General, there were 976 reported bias incident offenses in New Jersey in 1991. It is anticipated that the soon to be released hate crime figures for 1992 in New Jersey will show a substantial increase over 1991's already distressing number.

On a more positive note, the recent opening of the United States Holocaust Museum in Washington and numerous programs around the State and in the media commemorating the 50th anniversary of the heroic uprising of the Warswa Ghetto have stimulated great public interest in the Holocaust.

The objectives and necessity of Holocaust remembrance were eloquently restated by Dr. Michael Berenbaum in his Afterword to the World Must know, the recently published Guide to the United States Holocaust Memorial Museum:

For Americans, confronting this European event brings us a new recognition of the tenets of American constitutional democracy: a belief in equality and equal justice under law; a commitment to pluralism and toleration, particularly at a time when our society is becoming more diverse than ever before in our history; a determination to restrain government by checks and balances and by the constitutional protections of unalienable rights; and a struggle for human rights as a core national value and a foundation for foreign policy. The Holocaust must shatter the myth of innocence. It has implications for the exercise of power. Those who wrestle with the darkness know it can happen again -- even in the most advanced, most cultured, most civilized of societies -- but if we are faithful to the best of American values, the most sterling of our national traditions, then we can have confidence that it won't happen here.

The call from the victims -- from the world of the dead -- was to remember. From the survivors, initial silence has given way to testimony. The burden of memory has been transmitted, and thus shared. From scholars, philosophers, poets, and artists -- those who were there and those who were not -- we hear the urgency of memory, its agony and anguish, its meaning and the absence of meaning. To live in our age, one must face the void. . .

Let us return to Sachsenhausen once again and listen to the words of one who was there:

I have told you this story not to weaken you But to strengthen you. Now it is up to you.

So that we may truly strengthen those who will follow us, the New Jersey Commission on Holocaust Education recommends the enactment of a statutory mandate for Holocaust Education in New Jersey.

STATE OF NEW JERSEY

ADOPTED MARCH 10, 1994

Sponsored by Senators EWING, McGREEVEY and SINAGRA

1 AN ACT regarding genocide education in the public schools and
2 supplementing chapter 35 of Title 18A of the New Jersey
3 Statutes.

4
5 BE IT ENACTED by the Senate and General Assembly of the
6 State of New Jersey:

7 1. The Legislature finds and declares that:

8 a. New Jersey has recently become the focal point of national
9 attention for the most venomous and vile of ethnic hate speeches.
10 b. There is an inescapable link between violence and vandalism
11 and ethnic and racial intolerance. The New Jersey Department
12 of Education itself has formally recognized the existence of the
13 magnitude of this problem in New Jersey schools by the
14 formation of a Commissioner's Task Force on Violence and
15 Vandalism.

16 c. New Jersey is proud of its enormous cultural diversity. The
17 teaching of tolerance must be made a priority if that cultural
18 diversity is to remain one of the State's strengths.

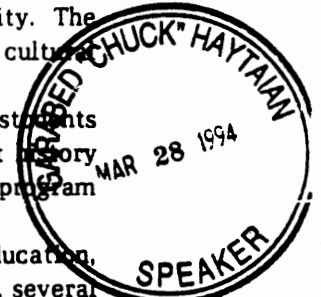
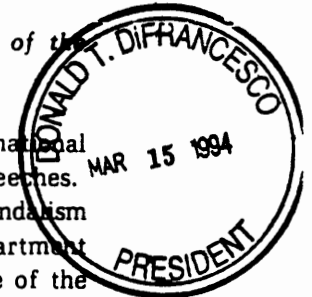
19 d. National studies indicate that fewer than 25% of students
20 have an understanding of organized attempts throughout history
21 to eliminate various ethnic groups through a systematic program
22 of mass killing or genocide.

23 e. The New Jersey Commission on Holocaust Education,
24 created pursuant to P.L.1991, c.193 (C.18A:4A-1 et seq.), several
25 years ago expanded its mission to study and recommend
26 curricular material on a wide range of genocides. The Holocaust
27 Commission is an ideal agency to recommend curricular materials
28 to local districts.

29 2. a. Every board of education shall include instruction on the
30 Holocaust and genocides in an appropriate place in the curriculum
31 of all elementary and secondary school pupils.

32 b. The instruction shall enable pupils to identify and analyze
33 applicable theories concerning human nature and behavior; to
34 understand that genocide is a consequence of prejudice and
35 discrimination; and to understand that issues of moral dilemma
36 and conscience have a profound impact on life. The instruction
37 shall further emphasize the personal responsibility that each
38 citizen bears to fight racism and hatred whenever and wherever
39 it happens.

40 3. This act shall take effect immediately and shall first apply
41 to curriculum offerings in the 1994-95 school year.



Attest

Peter Verniero
PETER VERNIERO
CHIEF COUNSEL TO THE GOVERNOR

APPROVED
274 DAY OF APRIL 19 94
Christine Todd Whitman
CHRISTINE TODD WHITMAN
GOVERNOR

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I would like to specially thank my colleagues and consultants:

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I am grateful to the Hon. Thomas Kean, who created the Governor's Advisory Council on Holocaust Education; Hon. Jim Florio, who signed the law establishing the New Jersey Commission on Holocaust Education; and Governor Christine Todd Whitman, who signed into law the mandate for Holocaust Education for the State of New Jersey. I appreciate the efforts of the Members of the New Jersey Commission on Holocaust Education, who are devoted to insuring that the Holocaust will be taught in every grade level of every school. I thank Dr. Paul Winkler, Executive Director, Murray J. Laulicht, Chairperson, and Stephen J. Draisin, Vice-Chairperson of the Commission for their devotion to establishing the high standards of Holocaust education for the schools of New Jersey. I also want to thank Mr. Laulicht's secretary Jane Dane, and the support staff at his law firm, Pitney Hardin Kipp & Szuch, for their exceptional assistance in typing and processing this curriculum guide.

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I would like to express my appreciation to my first instructors at Yad Vashem Summer Institute on Holocaust Studies: Shalmi Barmore and Elly Dlin. They taught me about the uniqueness of the Holocaust and its universal implications for humanity. I am grateful to my international partner, Michael Adoia Moscovici, who introduced me to the concept of evaluation by using tools and techniques to bring quality Holocaust education to the classroom.

I want to extend my gratitude to the creators of the first New Jersey curriculum guide, Holocaust and Genocide: A Search for Conscience: Harry Furman, Richard F. Flaim, Edwin W. Reynolds Jr., John Chupak, and Kenneth Tubertini. As my role models, they have taught me many techniques and methods for teaching about man's inhumanity to man.

I would like to acknowledge the inspiration and motivation of my late, dear friend, Jack Coulston, who taught me unconditional brotherly love.

I will always be grateful to the members of the Holocaust Remembrance Committee of MetroWest and the MetroWest Holocaust Education and Remembrance Counsel and their Chairpeople: Ruth Goldstein, Robert Marlin, Susan Rosenthal, and Rabbi Norman Patz for their constant support, encouragement and assistance in planning community events. I credit Rabbi Soffin of Temple

Succassunna for prompting me to speak about my family history. Rabbi Weitman and Rabbi Horn encouraged and motivated me to write the lessons for teaching the History of the Holocaust.

I want to thank my many students who participated in the study of Holocaust, Genocide and Prejudice Reduction, for the last 10 years. They have continually inspired me, challenged me, motivated me, and given meaning to my purpose in teaching this course.

This guide could never have been complete without the patience and support of my family. I would like to express my appreciation to my parents, David and Sarah. As survivors of the Death Camps, they suffered great losses and endured much pain. I have accepted my legacy, which is to bear witness. I hope that future generations will know the truth, understand the truth and tell the truth about the Holocaust.

Peppy Margolis

Rationale

It is our goal in preparing this curriculum guide, to help our students develop a positive self image, behave as responsible individuals, and accept differences. We need to give our children the tools to challenge the forms of prejudice and discrimination that confront all of us. Prejudice needs to be understood in all its dimensions and implications. The Holocaust and continuing genocides are prejudice in its most extreme form.

The Holocaust raises the most serious questions and concerns about the nature of human behavior and the roles of the perpetrator, the bystander, and the victim. We need to examine the complex human values that lead to choices in behavior and the consequences of these choices.

As teachers we can help influence the development of our students' social attitudes and values. Children in grades K-8 are flexible and relatively open to new relationships and experiences. They are receptive to learning about cultural, racial, ethnic, and religious differences in our society and how we can be enriched by each other's strengths and differences. It is important to develop tolerance, cooperation, understanding and acceptance in our students so they will become more empathetic and humane adults.

The various classroom lessons and activities are aimed at raising the level of awareness and developing critical thinking skills and problem solving techniques through dilemmas, readings, and discussions. These activities are recommended for the elementary and middle school years. The teacher should decide which lessons are appropriate for his/her time frame and the maturity level of the student.

It is our hope that the students will be able to function more sensitively and thoughtfully in this diverse society. Change is not easy; but through our efforts, we can challenge our students to make choices of behavior that will be beneficial in creating a positive society where they can make a difference in establishing a better world.

Notes to the Teacher

1. This curriculum uses a multimedia approach including instructional activities, materials, lesson plans, and bibliography. As a multi-disciplinary curriculum the numerous activities can be applied to social studies, history, language arts, literature, art and music.
2. Within the units for the various grade levels there are several activities appropriate for the objectives. In selecting those activities that fit your class and schedule best, we suggest using the materials highlighted by our accompanying lesson plans.
3. The Lessons included for grades 7 and 8 are suggested for K-8 school districts.
4. Many of the diverse inter-disciplinary activities can be done independently in a Prejudice Reduction Learning Center. Several lessons require sufficient time for class discussions and student reactions. Often we need to "debrief" our students or there can be unresolved feelings and misunderstandings that create or reinforce prejudicial attitudes.
5. Students should be encouraged to keep their own journal during their study of these units. Younger children may express their feelings and reactions through drawings. The journal is a useful tool for recording, reacting, and responding to one's feelings and watching one's own growth through study.
6. You may wish to invite parents and administration to participate.
7. In this curriculum the units begin with an emphasis on understanding and appreciating ourselves and others. As students gain a greater awareness of the pain caused by prejudiced behavior, the study of the Holocaust and genocide is gradually introduced with sensitivity and empathy.
8. We hope that your use of these lessons and materials will be an enriching experience for yourself and your students. Through caring and understanding we can all make a difference.

Thank you for caring,

Peppy Margolis
Carol D'Alessandro
Helen Simpkins

Goals and Objectives

CARING MAKES A DIFFERENCE Responding to Prejudice, Genocide, and the Holocaust A K-8 Curriculum Guide

Grades K-2 LEARNING HOW TO BE FRIENDS

Goal: People are different, and those differences make each of us special.

Objectives: The student should be able to:

1. Understand the many different influences that help to form a person: family, age, gender, race, ethnic background, culture, environment, education, physical characteristics, religion, friends, etc.
2. Compare and contrast self to others.
3. Recognize and list differences.
4. Explain how each difference in people potentially enriches all people.
5. Recognize the things all of us share in common.
6. Understand concepts of respect and trust.
7. Apply concepts of respect and trust to self and to others.
8. Understand how words can hurt us or can make us feel good.
9. Understand that feelings are your own, but that some feelings, such as feeling sorry for people who do terribly bad things, are wrong.
10. Understand that actions do affect self and others.
11. Plan ways that the student can be more trusting and caring of others to avoid hurting people.

Grades 3-4

COMMUNITIES ARE PEOPLE

Goal: Each person is strengthened and enriched by the differences they find and accept in others.

Objectives: The student should be able to:

1. Identify physical characteristics of themselves and others.
2. Identify cultural contributions of people of different backgrounds.
3. Recognize those contributions people give to one another.
4. Understand the effects of our words and actions on others.
5. Define prejudice, discrimination, racism, and sexism.
6. Give examples of prejudice in action against individuals and groups.
7. Explain how prejudice hurts everyone and ways we all (individually, as a community, a nation, a world) suffer because of it.
8. Give examples of times that prejudice has led to the persecution and killing of groups of people, such as the Holocaust.
9. Understand that in time of prejudice and persecution, some people are courageous and help the victim, some remain silent, and some are guilty of doing evil things to others.
10. Explain some of the reasons people choose to think and to act in caring or in hurtful ways.
11. Understand that prejudice and the hurtful actions it leads to can affect any individual or any group at any time.
12. Recognize and accept that each person is responsible for their actions.
13. Think of ways in which people can stand up for what they believe is right and good.
14. Develop a personal plan to be more thoughtful, caring and trusting of others

Grades 5-6

PEOPLE NEED PEOPLE

Goal: Prejudice hurts each of us as individuals and weakens the group as a whole.

Objectives: The student should be able to:

1. Recognize that each of us has traits and attributes in which we take pride.
2. Recognize the values that influence each student.
3. Identify the sources from which people learn their values.
4. Define and explain the term "prejudice".
5. Explain the terms bigotry, discrimination, racism, stereotyping, scapegoating, ethnocentrism, antisemitism and genocide.
6. Give examples of prejudice toward individuals and groups in history and in the present.
7. Analyze how prejudice and discrimination may lead to genocide.
8. Define the term "The Holocaust."
9. Analyze the reasons why laws are adopted.
10. Explain the basic ideas contained in the Nuremberg Laws and the impact they had on the events that followed, leading to the Holocaust.
11. Define the term "Kristallnacht."
12. Analyze reasons why individuals and groups act in certain ways.
13. Analyze why people and nations act as the following: bullies, gangs, rescuers, heroes, and silent bystanders.
14. Examine various aspects of Nazi policies and their impact on individuals and groups (laws, isolation, ghettos, murder, slave labor, separation of families, starvation and sickness, deportation, and concentration camps).
15. Identify other groups who were victims of Hitler and Nazi policies: people with disabilities/handicapped, Gypsies/Roma, Poles, Communists, Catholics, Jehovah's Witnesses, Anti-Nazis, Soviet prisoners of war, blacks and others.
16. Describe and analyze the response of other nations, who were allies of the United States or Germany, to the Nazi policies of persecution and mass murder.
17. Define difference types of resistance that may occur in various situations.
18. Give examples of different types of resistance made by victims, heroes, rescuers, and partisans.

19. Analyze the actions and motivations, of righteous individuals, groups and nations.
20. Explain why it is important to us today to study about the Holocaust and genocide.
21. Analyze how we might prevent these occurrences from ever happening again.
22. Demonstrate an understanding that each of us is faced with many choices and the difficulty in making choices.
23. Understand that choices have consequences for the group and the individual.

Grades 7-8

CHOOSING TO MAKE A BETTER WORLD

Goal: Individual choices and actions influence group attitudes and behavior; the group influences the individual's behavior.

Objectives: The student should be able to:

1. Recognize various types of human behavior, positive and negative.
2. Review and explain the following behaviors: perpetrator (persecutor), collaborator, bystander, righteous person, rescuer, and hero.
3. Analyze why people and nations act as the following: perpetrator (persecutor), collaborator, bystander, righteous people, rescuer, and hero.
4. Understand that behavior reflects individual choices and decisions.
5. Evaluate the role of personal values in making choices and decisions.
6. Understand the impact of group dynamics on individual choices and actions.
7. Compare and contrast various types of genocide and give examples from history and the present.
8. Apply the analysis of conditions that may lead to genocide to several examples in history.
9. Explain why the term "The Holocaust" has been applied to the genocide carried out against the Jews during World War II.
10. Examine the various aspects of Nazi policies and their impact on individuals and groups (laws, isolation, ghettos, murder, slave labor, deportation, labor camps, death camps, concentration camps, physical and mental torture, and final solution).
11. Understand and analyze the use of propaganda by Hitler and the Nazi regime.
12. Compare and contrast different forms of resistance that may occur in various situations, (passive, slowdown, direct, moral, economic boycott, physical, etc.)
13. Analyze the nature of resistance and give examples of different types of resistance offered by victims, heroes and rescuers - as individuals (*e.g.* Anne Frank, Oskar Schindler, Raoul Wallenberg); groups (*e.g.*, Vilna and other partisans, White Rose movement, Żegota); communities (*e.g.*, Warsaw Ghetto uprising and citizens of Le Chambon); and nations (*e.g.*, Denmark and Italy).
14. Analyze the findings of the Nuremberg Tribunal.
15. Evaluate the impact of the Holocaust on our lives today.
16. Analyze why some people say the Holocaust or a particular genocide never occurred.

17. Predict whether a future Holocaust or genocide can occur again. If yes, explain why.
18. Analyze how we might prevent these occurrences from ever happening again.
19. Understand the importance of moral responsibility in making choices.
20. Understand the consequences of certain choices in terms of human pain and happiness, and human construction and destruction.

Sample Lesson Plans

Grades K-2

LEARNING TO BE FRIENDS

Barney and Friends, Hola Mexico
Best Friends
Dumbo
For Every Child a Better World
Island of the Skog
Sneetches
The Dragon Kite
The Ugly Duckling
Why Did It Happen

Grades 3 and 4

COMMUNITIES ARE PEOPLE

Allen Jay and the Underground Railroad
Angel Child, Dragon Child
Different and Alike
Ethnic Pride
Miracle at Moreaux
Molly's Pilgrim
Number on my Grandfather's Arm
Soup
The Keeping Quilt
The Most Beautiful Place in the World
The Patchwork Quilt
The Point
The Red Balloon
Young and Old Alike

Grades 5 and 6

PEOPLE NEED PEOPLE

Ajeemah and his Son
Children of the Wolf
I Never Saw Another Butterfly
Nightmare: The Immigration of Joachim and Rachel
Pocahontas, Indian Princess
Set Straight on Bullies

Grades 7 and 8

CHOOSING TO MAKE A BETTER WORLD

Au Revoir Les Enfants
The Devil in Vienna
The Island on Bird Street
The Night of Broken Glass
Rescue, The Story of How Gentiles Saved Jews in the Holocaust
Zlata's Diary

GRADES K-2 LEARNING HOW TO BE FRIENDS

Goal: People are different, and those differences make each of us special.

OBJECTIVES

INSTRUCTIONAL ACTIVITIES

INSTRUCTIONAL MATERIALS

The student should be able to:

Recognize differences.

Activity 1, Part: "The Way We Look-Differences"

Activity 5: We Make a 'Me-Bag'

*The Wonderful World of Difference
Program Anti-Defamation League of B'nai
B'rith; ADL Activities folder.
Hereafter referred to as "WWD"*

Activity 23: "Symbolic Colors"

Activity 45: "Bulletin Board: IS ONE
BETTER THAN THE OTHER? NO, JUST
DIFFERENT"

Read books, show illustrations, and
discuss differences between self and
others.

See sample Lesson Plans.

*"Teacher, they called me a ---!" Deborah A.
Byrnes (ADL) Prejudice and discrimination
in the class.*

*Why Am I Different? - Norma Simon
Dumbo
The Ugly Duckling*

Understand that there are strengths in
differences.

Read this Russian folk tale to students.
Follow Up: have each student bring
picture of self or have the teacher take a
picture of each student. Have the
students make a list of 3 good qualities to
be displayed under their picture.
See sample Lesson Plan.

*Everyone is Good for Something - Beatrice
S. DeRegniers*

Read and ask: How can self pride be
balanced with appreciation of other's
talents.

The Dragon Kite

I'm Terrific Marjorie Weinman Sharmat

	Multicultural and multidiscipline activities for primary grades. See sample Lesson Plan.	<u>US: A Cultural Mosaic</u> (ADL) <i>Barney and Friends, Hola, Mexico</i>
Accept the differences.	List the messages found in lyrics. Discuss: What is the title telling us? Read and discuss. See sample Lesson Plan. Activity 46: "Bulletin Board: "I'm O.K., You're O.K.'" Chapter 9: Bibliography listing according to age reading level. Have student read a book.	<i>Song: "We Are The World" by Michael Jackson and Lionel Richie</i> <u>Sneetches</u> - Dr. Seuss, Random House "Teacher, they called me a ---!" (ADL)
Accept the differences.	Follow up: Have student tell, write, or illustrate how it taught the acceptance of differences. Grade K - role playing activity. See Activity Appendix.	"Island of the Skog" "The Tree House" American Guidance Service, Inc., Circle Pines, Minn.
Identify the differences in people and explain how each difference enriches us.	Activity 20: "We Can Help Each Other Value Differences" Discuss: What nice things did you discover about a person by keeping the contract? Read and show illustrations. Discuss: How does Margaret's special skill earn her the respect of her classmates? Follow Up: Invite someone from an organization to sensitize students to disabilities.	<u>WWD</u> <u>The Balancing Girl</u> - Bernice Rabe <i>Speaker from Easter Seal or Society for the Blind</i> "Teacher they called me a ---!" (ADL)

Chapter 3: "Disabilities" Choose an activity suitable to grade level.

"The Kids on the Block" - New Jersey Department of Human Services

Free 90 minute puppet show on disabilities.

Recognize those things all of us share in common.

Activity 1: "The Way We Look - Differences and Similarities" Part 2
Student names 3 ways he/she and his/her partner are the same.

WWD

Activity 11: "Our 'Me-Bags" Show Both Our Differences and Similarities" Follow Up: Activity 5.

WWD

Unit 1: Who Am I? Filmstrip 3, "People Packages" View and discuss how each one of us is unique and valuable.

Kindle Series

Understand how words can hurt or can make us feel good.

Unit 3: "Getting Along" How can we learn more about ourselves and each other so that we can get along?

Kindle Series

Unit 4: "Mixing In" How can you be yourself and get along with others?

Read and Discuss

Understand that feelings are your own, but some, such as feeling sorry for people who do terribly bad things, are wrong.

Activity 2: "The Way We Feel" - Differences and Similarities Activity 4: "Sometimes We Feel Afraid of Difference" Activity 6: "Our Experiences and Feelings Are Different" Activity 7: "We Share Some Experiences and Feelings" Grade 2 - Students answer questions about a first day at school.

Storybook activity, parent guide, cassette, and song sheet.

Understand his/her actions do affect self and others.

Unit 5: How Can I Tell? Student uses non-verbal communication and body language to communicate feelings.

See sample lesson plan
Read and discuss books about making and keeping friends. Storybook activity, parent guide, cassette, and song sheet.

Complete the selected pages of activities on differences, using the individual student's work and thoughts. Have students place their pictures on a Bulletin Board of "Friendship".

The Wonderful World of Difference (ADL)

Feelings: Dealing with Feelings from The Feeling Fun House Series

Kindle Series

Why Did It Happen

Best Friends

Lair of the Jade Tiger and A Lasting Friend Both from The Feeling Fun House Series

Our Umbrella of Friendship (ADL) *The activities in this workbook are appropriate for many lessons throughout this unit.*

Lesson Plans for "Barney & Friends, Hola Mexico" K-2

Objectives: The student should be able to:

- Understand the many influences which help to form a person: family, race, ethnic background, culture, religion and friends
- Understand that there are strengths in differences.
- Identify differences in people and explain how much differences enriches us.
- Recognize those things all of us share in common.
- Plan ways that he/she can be more trusting and caring of others and avoid hurting people.

Materials: Video of "Barney and Friends, Hola Mexico."

Activities: Watch the video and discuss.

Discussion Questions:

1. What is the message in the song about friendship?
2. Who sent a letter to one of Barney's friends?
 - A. What language was it written in?
 - B. What did he tell her?
 - C. Where did her family come from?
 - D. What is a fiesta? What do you do at a fiesta?
3. How did the group of friends prepare a Mexican fiesta in the classroom?
 - A. What decorations were used in the classroom?
 - B. What musical instruments are used?
 - C. What dances did they do?
 - D. What kinds of games are played at a fiesta?
 - E. What types of food are prepared?
 - F. What is the Pinata?
 - A. How do you play the game?
 - B. When you hit the pinata what falls out?

Summary:

Would you like to have a fiesta party? Help your teacher to plan a party for your friends in the classroom.

Lesson Plan for Best Friends by Elizabeth Reuter Gr. 2

Objectives: The students should be able to:

- Recognize differences
- Accept differences
- Understand how words can hurt or can make us feel good
- Understand his/her actions do affect self and others
- Plan ways that he/she can be more trusting and caring of others and avoid hurting people.

Materials: Book, Best Friends by Elizabeth Reuter

Activities: Read and discuss the book.

Discussion Questions:

1. Who were the Best Friends? Describe their friendship.
2. Where did they live?
3. Whose picture was hung in their classroom?
4. What were the students learning in their school?
 - A. Who were the "Good" people living in Germany?
 - B. Who were the "Bad" people living in Germany?
5. Why wasn't Judith happy in school?
How did Lisa feel about the way her best friend was being treated by the other children?
6. Lisa asked her mother, "How does being Jewish make Judith different from me?"
What was her mother's response?
7. What was the way that Judith and Lisa were able to communicate?
8. What happened during Kristallnacht?
 - A. What happened to Judith's home and their store?
 - B. What happened to Judith and her family?
9. How did Lisa feel when Judith and her family disappeared?

Summary:

1. Do you have a best friend? Write a short story to describe your relationship. Draw a picture of you and your friends.
2. Compare the friendship of Judith and Lisa to the friendship of Daniel and Mr. James from the book, Why, Did It Happen? How do you think that Mr. James and Judith felt about the violence they both encountered?
3. What did Lisa and Daniel try to do to help their friends?
4. Posters: Joining Hands-From Personal to Planetary Friendship.

Lesson Plan for Walt Disney's DUMBO by Jerry Walters K-2

Objectives: The student should be able to:

- Compare and contrast self to others
- Recognize differences
- Understand concepts of respect and trust.
- Understand how words can hurt or can make us feel good.
- Understand his/her actions do affect self and others.
- Plan ways that he/she can be more trusting and caring of others and avoid hurting people.

Materials: Book, Walt Disney's DUMBO and the video, DUMBO

Activities: View the video and discuss:

Discussion questions:

1. Describe how Dumbo looked different than the other elephants.
2. Who were the laborers that helped put up the circus?
3. Why is Mrs. Jumbo, Dumbo's mother, put in a solitary cage?
 - A. How is Dumbo feel without his mother?
4. How did the other elephants treat Dumbo?
 - A. How did they hurt his feelings?
 - B. How does Dumbo feel?
5. Who becomes Dumbo's only friend?
 - A. How does Timothy become a good friend?
6. What happened to the circus elephants when Dumbo was involved?
 - A. How did the circus elephants react to Dumbo?
 - B. How does Dumbo feel after the accident?
7. Why was Dumbo made to be a clown?
 - A. What was his special act?
8. Who are the Black Crows?
 - A. How do they sound?
 - B. How do they treat Dumbo?
 - C. How did Dumbo Feel?
9. What gift do the Black Crows give to Dumbo?
 - A. How does this help Dumbo?
 - B. Why is Dumbo respected by the other elephants?

Summary:

1. Read the story of Dumbo to see how the book and video differ. What are the obvious prejudices implied by the video? (Black laborers and crows)
2. Compare the Ugly Duckling to Dumbo's isolation.
3. Why do the other elephants treat Dumbo so badly? Have you ever been mean or hurt someone's feelings because they looked different than you do? Compare how Dumbo felt and how Oblio is treated in the video, "The Point."
4. How was Timothy a very good friend and positive influence for Dumbo? Have you been this type of friend?

Lesson Plan For Every Child a Better World by Kermit the Frog

- Objectives: The student should be able to:
- Understand the many different influences that help to form a person: family, age, gender, race, culture, ethnic background, etc.
 - Understand that there are strengths in differences.
 - Recognize those things all of us share in common.
 - Plan ways that he/she can be more trusting and caring of others and avoid hurting people.

Materials: Book, For Every Child A Better World by Kermit the Frog as told to Louise Gikow and Ellen Weiss
Song: "We are the World"

Activities: Read the Book and discuss it. Then listen to the song "It's a Small World"

Discussion questions:

1. Can you list all the things that every child needs?
2. Do all children have enough
 - A. Food to eat?
 - B. Clean water to drink?
 - C. Shelter or a home ?
 - D. Clean air to breathe?
 - E. Medicine when they are sick?
 - F. Education or a chance to go to school?
 - G. Time to play?
 - H. Peace?
3. Why do all children need to be able to decide what to think, feel, and believe?

Summary:

1. Discuss the United Nations Resolutions for the Year of the Child. Read the poem (page 23) and discuss your rights
2. Draw pictures of what all children should have.
3. Listen to the song.

IT'S A SMALL WORLD

Chorus

It's a small world after all (3x)
It's a small, small world

It's a world of laughter a world of tears
It's a world of problems and pleasure
So many join in
And to everyone it's understood
It's a small world

Chorus

It's a small world after all (3x)

It's a small, small world

Friendship between us and golden equality

A smile is loved by all

And despite (the mountain) peaks

And the depths of the sea

It's a small world

Chorus

It's a small world after all (3x)

It's a small, small world

(Source: Cummings, M. [1974]. Individual Differences, An Experience in Human Relations for Children. Madison, Wisconsin: Madison Public Schools).

OUR HUMAN RIGHTS

I have a right to be happy and to be
treated with compassion in this room:
This means that no one
will laugh at me or
hurt my feelings.

I have a right to be myself in this room:
This means that no one will
treat me unfairly because
of my skin color,
fat or thin,
tall or short,
boy or girl,
or the way I look.

I have a right to be safe in this room:
This means that no one will
hit me,
kick me,
push me,
pinch me,
or hurt me.

I have a right to hear and be heard in this room:
This means that no one will
yell,
scream,
shout
or make loud noises.

I have a right to learn about myself in this room:
This means that I will be
free to express my feelings
and opinions without being
interrupted or punished.

I have a right to learn according to my own ability:
This means no one will call
me names because of the way I learn.

Discussion:

What does the word compassion mean?
Why is it important not to laugh at others or hurt their feelings?
Have you ever had your feelings hurt at school?
Have you heard of anyone else being treated unfairly?

Lesson Plan for Island of the Skog by Stephen Kellogg

Objectives: The student should be able to:

- Recognize those things all of us share in common.
- Recognize differences
- Understand that there are strengths in differences
- Understand his/her actions do affect self and others
- Identify differences in people and explain how each difference enriches us.
- Plans ways that he/she can be more trusting and caring of others and avoid hurting people.
- Recognize and accept that each person is responsible for his/her actions.

Materials:

Video or Book: Island of the Skog by Stephen Kellogg

Activities: See the video or read the book and discuss

Discussion Questions:

1. Why did the mice want to go to the Island of the Skog?
2. Who lived on the Island? Can you describe the Skog?
3. Why did the mice shoot 12 cannon balls before coming ashore and landing on the Island?
4. What was plan of the mice for the Island?
5. What did the mice discover at dawn?
6. What was their first plan to capture the Skog?
 - A. Did it this plan work?
 - B. Why was it necessary to capture the Skog?
7. What was the second plan to capture the Skog?
 - A. Did this plan work?
 - B. What happened to the Skog?
8. Why did the Skog have such a large costume?
9. What did the Skog suggest to the mice?
 - A. Did the mice agree?
 - B. Could they all live on this Island together?

Summary:

Draw a picture of the Skog: the monster and the real animal

Write a short story to explain your feelings about the story

From the World of Difference, Lesson 3, page 40: Read and discuss the poem, "Changing," by Mary Ann Hoberman

Compare this poem to the Skog and the Mice!

READING:

CHANGING

I know what I like;
I'd like to be you
And feel what you feel like
And do what you do
I'd like to change places
For maybe a week
And look like you look like
And speak as you speak
And think what you're thinking
And go where you go

And feel what you're feeling
And know what you know.
I wish we could do it;
What fun it would be
If I could try you out
And you could try me?

by Mary Ann Hoberman

Lesson Plan for The Dragon Kite by Nancy Luenn Gr. 2

Objectives: The student should be able to:

- Understand the many different influences which help to form a person: family, age, gender, race, culture, friends, etc.
- Understand that there are strengths in difference.
- Understand the concepts of respect and trust.
- Understand his/her actions do affect self and others.

Plans ways that he/she can be more trusting and caring of others and avoid hurting people.

Materials: Book, The Dragon Kite by Nancy Luenn

Activity: Read the book and discuss:

1. In what country did the Shogun live?
2. How was the Ishikawa, a thief, different than most thieves?
 - A. What did he do with the gold he stole?
 - B. How did the villagers show their gratitude?
3. Where did the Shogun's son live?
 - A. What was on his rooftop?
 - B. Why did Ishikawa want to steal them?
4. How did the runaway kite help him decide what to do?
 - A. Why does he need three friends to help him?
 - B. Where does he find the three friends?
 - C. What do his friends think about Ishikawa's plan?
5. Who taught Ishikawa how to make a kite?
 - A. How long did it take for Ishikawa to work on his kite?
 - B. When could he finally test his kite?
6. How was Ishikawa able to obtain parts of the Dolphin?
 - A. How did the kite help him?
 - B. Where did they take the gold to be melted down?
7. Who came to his house?
 - A. What did they do to him and his family?
 - B. What was their punishment?
8. How were the prisoners saved?
Where were they taken to safety?

Summary:

1. Does this story remind you of Robin Hood? Is it all right to steal from the rich to give to the poor?
2. How do you explain the advice given to Ishikawa: "Accept what is and try again."
3. If the Shachi or Golden Dolphins are beyond the reach of men, and only the wisdom and strength of a dragon could touch them, how did Ishikawa succeed in getting them?
4. View the video, "PeachBoy" which also takes place in Japan. It is also a folktale about a peasant couple who adopt a little boy inside a large peach. He becomes a great warrior who sets off on an epic journey to deliver his people from an evil band of ogres.

Lesson Plan for The Ugly Duckling by Lorinda Bryan Cauley K-2

Objectives: The student should be able to:

- Understand the many different Influences that help to form a person: family, age, gender, physical characteristics, etc
- Compare and contrast self to others.
- Understand that there are strengths in differences.
- Understand the concepts of respect and trust.
- Understand how words can hurt or can make us feel good.
- Understand his/her actions do affect self and others.
- Plan ways that he/she can be more trusting and caring of others and avoid hurting people.

Materials: Book The Ugly Duckling and the Video

Activities: Read the Book or view the Video and discuss:

Discussion Questions:

1. Where was the Ugly Duckling born?
 - A. Describe the size of the egg.
 - B. What was the mother's reaction to the egg?
2. When the Ugly Duckling was born, how did he look?
 - A. What did the other ducklings say about the new baby?
 - B. How did his mother respond to the other ducklings?
3. How was the Ugly Duckling treated by the other ducklings?
 - A. Why did he fly into the Marsh?
 - B. How did the Ugly Duckling feel?
4. What happened when he met the wild ducks?
5. What happened to the two wild ganders?
6. What happened when the dog appeared?
7. Why did the Ugly Duckling go to the farmhouse?
 - A. How did they treat the Duckling?
8. Why couldn't the Ugly Duckling make friends with other animals?
9. What happened during the next winter months?
 - A. How did a farmer save the Ugly Duckling's life?
 - B. Why did the Duckling have to leave the farmer's house?
10. What happened when he met the three lovely swans?
 - A. What happened to the Ugly Duckling?
 - B. How does he feel now?

Summary:

1. How did the Ugly Duckling feel when he was told that he was ugly and different than all the other ducklings? Did you ever feel lonely and alone?
2. Can you compare the Ugly Duckling to Dumbo? How were they both outcasts? How did they both become accepted and fulfilled?
3. Have you ever made fun of someone who looked or behaved differently? How can you treat this person better and offer your friendship?

Lesson Plan for Why Did It Happen? by Janice Cohn, Gr.2

Objectives: The student should be able to:

- Recognize differences
- Accept differences
- Understanding how words can hurt or can make us feel good.
- Understand that feelings are neither right or wrong.
- Understand his/her actions do affect self and others.

Materials: Book, Why Did It Happen? by Janice Cohn

Activities: Read the book and discuss.

Discussion Questions:

1. Who was Mr. James?
Where did he come from?
2. How did Daniel feel about Mr. James? Can you describe their relationship?
3. What happened to Mr. James?
A. Why were the police there?
B. How did Daniel feel about what happened to Mr. James?
4. What did Daniel do to tell Mr. James that he wanted him to feel better?
5. How did Daniel feel when Mr. James came to visit him?
A. Why was Daniel hesitant to visit the store?
B. How did Daniel feel after he went back to the store and was able to help Mr. James?
6. How was Daniel a good friend to Mr. James?

Summary:

1. "Joining Hands: From Personal to Planetary Friendship"
2. Have you ever lost something valuable? Have you ever been robbed or had someone steal something from you? Write a short story to explain how you felt when things like that happened to you. What can you do when you have these feelings to help yourself feel better?
3. Compare the friendships of Judith and Lisa to the friendships of Daniel and Mr. James from the book: Why Did It Happen? Is there an explanation for the violence they both encountered?
4. What are the qualities of a being a good friend? Are you a good friend? When have you helped someone who needed help?

Lesson Plan for Sneetches. Grades K-2

Objectives: The student should be able to:

- Recognize differences.
- Understand that there are strengths in differences.
- Accept the differences.

Materials:

Book: Sneetches and Other Stories. by Dr. Seuss

Activities: Read the book or see the video.

Discussion questions:

1. Who are the Sneetches?
2. How are they different?
3. How many groups of Sneetches are there?
4. What does the star mean to the Sneetches?
5. How can they all look alike?
6. What happens when they all have the stars?
7. Do the Sneetches want to be alike?
8. What do they do to look different?
9. How do the Sneetches behave when the stars are mixed up?
10. What did the Sneetches learn?
11. What did you learn about the way the Sneetches behaved?

Summary:

Draw pictures of the Sneetches for a bulletin board.

Write your feelings about the story.

See Activity 46 of "Teacher they called me a _____?" by Deborah Byrnes, Anti-Defamation League of B'nai B'rith.

Books

Cauley, Lorinda Bryan. The Ugly Duckling. Harcourt Brace Jovanovich, New York, 1979.

An ugly duckling spends an unhappy, lonely year being ostracized by the other animals in the barnyard before he grows into a beautiful swan.

Cohn, Janice. Why Did It Happen? Helping Children Cope in a Violent World.

Morrow Junior Books, New York, 1994.

This story about Daniel shows children learn to realize that while bad things may happen in a violent world, parents, and teachers can help children understand that there is a lot we can do to feel safe and to foster sympathy, compassion, and comfort for others.

DeRegniers, Beatrice Schenk. Everyone Is Good for Something. Houghton/Clarion, Boston, 1980.

Based upon an old Russian folktale which emphasizes the significant point about the importance of everyone.

Gikow, Louis, and Ellen Weiss. For Every Child, A Better World. A Muppet Press/ Golden Book, United Nations, N.Y. 1993.

This is a hopeful book that allows parents to show their children how some people are working to make this a better world for all of us. Children who begin to think about others with understanding about compassion grow up to be kind adults who will make the world a safer place.

Kellogg, Stephen. Island of the Skog. Dial Press, N.Y. 1973.

This is a cartoon about aggressive mice who go to the Island of the Skog with the intention to capture the famous feared monster, the Skog. The mice plot how to capture the Skog. They are surprised that the Skog is a little, lonely creature who is eager to be saved and accepted. The Skog and mice want to live peacefully on the same island.

Klonsky, Ruth L. and Elaine R. Gerson. Our Umbrella of Friendship.

Anti-Defamation League of B'nai B'rith, New York, 1989.

This activity book for young children encourages them to appreciate the diversity of our human society while they develop their skills of observation, understanding and self-expression through the completion of the 24 activities.

Luenn, Nancy. The Dragon Kite. Harcourt Brace Jovanovich Publishers. New York, 1982.

The thief, Ishikawa, is a popular historical figure who lived in Japan, in the late 1600's and early 1700's. There are several stories about his attempts to steal the golden dolphins that adorned the roof of Nagoya Castle. In this story, he becomes the outlaw who steals from the rich to help the poor.

Rabe, Bernice. The Balancing Girl. E.P. Dutton, New York 1981.

Despite her disability, Margaret's special skill helps her earn money for the school and the respect of her classmates. More emphasis is placed on Margaret's creativeness and strong personality than on her disability.

Reuter, Elizabeth. Best Friends. Yellow Brick Road Press, Germany, 1993.

Judith is a Jewish girl in Germany who is rejected by her classmates and friends. She feels helpless against the forces of Nazis that influence even her best friend, Lisa.

Seuss, Dr. The Sneetches and Other Stories. Random House, 1961.

This volume has become a classic tale for children and contains valuable lessons on the dangers of prejudice and discrimination.

Sharmat, Marjorie Weinman. I'm Terrific. Illustrator: Kay Choro. Holiday House, New York, 1977.

Teddy bear's self-pride and arrogance give way to appreciation of the skills and talents of others.

Simon, Norma. Why Am I Different? Whitman, New York, 1976.

The importance of appreciating the differences between self and others.

U.S.: A Cultural Mosaic, a Multicultural Program for the Elementary Schools, San Diego Public Schools.

Anti-Defamation League of B'nai B'rith, New York. A multi-grade, multicultural, multidimensional program that helps the child see that differences are positive and add interest and richness to life.

Walters, Jerry. Dumbo. Random House, New York, 1972.

Dumbo is a baby elephant that is born with enlarged ears. He is ridiculed by the other circus animals. Dumbo then befriends Timothy, a mouse who stands by Dumbo. Timothy helps his friend gain confidence and develop his special talents using his large ears. So, Dumbo becomes an aerial artist and gains the respect of the other circus animals.

Audiovisual Materials

Barney's Friends Collection, "Ole Mexico" Lyons Group 1994

Dealing With Feelings. Family Skills, Inc., Dallas, Texas, 1985. A cassette and filmstrip series.

Dumbo. Walt Disney Productions.

Feelings. Family Skills, Inc., Dallas, Texas, 1985. A cassette and filmstrip series.

The Feeling Fun House. Family Skills, Inc., Dallas, Texas, 1985. A cassette and filmstrip series.

Island of the Skog, World of Difference. ADL. narrated by Livingston Taylor. Based on the Book, Island of the Skog.

Kindle. Inside Out Productions, Inc., Pleasantville, New York.

Scholastic Magazine, Inc., Englewood Cliffs, New Jersey 1974. A cassette and filmstrip series.

The Tree House. American Guidance Service, Inc., Circle Pines, Minnesota, 1970.

The Kids On the Block. Department of Human Services, Division of Developmental Disabilities, 222 South Warren Street, 3rd Floor, CN 700, Trenton, NJ 08625.

Large and colorful puppets are brought to the school by two professional educators. Children learn about disabilities such as blindness, deafness, mental retardation, learning disabilities, and cerebral palsy in an innovative way during this live performance.

GRADES 3-4 COMMUNITIES ARE PEOPLE

Goal: Each person is strengthened and enriched by the differences he/she finds and accepts in others.

OBJECTIVES

The student should be able to:

Identify physical characteristics of themselves and others.

Identify cultural contributions of many people.

INSTRUCTIONAL ACTIVITIES

Activity 47: "Why We All Look Different"
Activity 24-28: Skin, hair, eye color

View film of third grade classroom experiment showing effects of prejudice. Refer to the discussion guide.

View filmstrip showing that no one is like anyone else.

View filmstrip 1: "Prejudice" about physical disabilities. Why do we have difficulty accepting those with disabilities?

Follow Up: How can we learn to see and respond without prejudice?

Choose from several main categories to show scope of contributions. Begin with check list: "Ethnic Groups in the U.S."

See Sample Lesson

I. Calendars

II. Ethnic Foods

- A. Foods obviously from ethnic origins
- B. Ethnic restaurant list or visit
- C. Popular U.S. food's ethnic beginnings
- D. Utensils used in ethnic cooking
- E. Cooking demonstrations by adult
- F. Sweets Tasting Day
- G. Tasting Day

INSTRUCTIONAL MATERIALS

"Teacher, they called me a ____!" (ADL)

Eye of the Storm (ADL)

Behind the Mask (ADL)

Exploring Moral Values - Series

Ethnic Pride - Gerta Lipson and Jane A. Romatowski

See Activity Appendix

Oxford English Dictionary or Etymology dictionary

<u>OBJECTIVES</u>	<u>INSTRUCTIONAL ACTIVITIES</u>	<u>INSTRUCTIONAL MATERIALS</u>
Identify cultural contributions of many people	III. Language and Literature A. Word origins B. Authors and literature C. Famous quotations IV. Famous People V. Fine Arts - Folk Arts A. Folk Tales See Sample Lesson Plan B. Music 1. Instruments of foreign origin 2. Important musical figures and pieces 3. Popular singers from ethnic groups C. Art 1. Art from various countries 2. Famous art works and artists D. Dance 1. Ethnic dances 2. Famous dancers VI. Games and Toys	<u>Familiar Quotations</u> - John Bartlett Nobel Prize Winners Book <u>Angel Child, Dragon Child</u> By M. Surat <u>The Most Beautiful Place in the World</u> Ann Camerine
	Select and use appropriate multicultural posters and activities View filmstrip 2: "Prejudice" about nationality and cultural differences	<u>Games of the World</u> - Frederick V. Grunfeld "Multicultural Children of the World Poster Set" "Children Around the World" classroom activities <u>Exploring Moral Values</u>
	Recognize those things we give to others. Activity 41: "People as Presents" Activity Book	"Teacher, they called me a ___?" (ADL) <u>Individual Differences</u> (ADL)

OBJECTIVES

Understand the effects of our words and actions on others.

Understand the effects of our words and actions on others.

Recognize and accept that each person is responsible for his/her behavior.

INSTRUCTIONAL ACTIVITIES

Read from this collection of poems and art by children of the Camp Terezin.

Follow up: Have student create original art and writing

Activity 3: "The Way We Act - Differences and Similarities"

Activity 18: "We Should Respect Each Other's Differences"

Activity 19: "What Can Be Done About Discrimination"

Read and discuss Chapter 5 only.

See Sample Lesson Plan

Movie or book. For discussion, see Sample Lesson Plan

Read and discuss. See Sample Lesson Plan.

View first part of film, up to banishment. (The symbolism and long musical interludes thereafter are not suited to this age.) Ask: How does Oblio feel when he is separated from the town because he looks different?

Read and discuss how the children suffered. Many were lonely, hungry, afraid, cold. Have you ever seen a homeless person? How do you feel about the children who were homeless during the Holocaust?

Activity 20: "We Can Help Each Other Value Differences". A positive action contract.

INSTRUCTIONAL MATERIALS

I Never Saw Another Butterfly - Hana Volavkova

The Wonderful World of Differences
Activities 18 and 19 are a combined activity of short story and discussion questions.

Soup - Robert N. Peck, Chapter 5 only

Molly's Pilgrim - Barbara Cohen
The Red Balloon - A. Lamorisse
Different and Alike N.P. McConnell
Young and Old Alike N.P. McConnell

The Number on My Grandfather's Arm
D. Adler

The Point - Harry Nilsson
Animated story about a boy who is born with a round head in the land of pointed heads.

The Children We Remember - Chana Byers Abells

Miracle at Moreaux

The Wonderful World of Difference (ADL)

OBJECTIVES

INSTRUCTIONAL ACTIVITIES

Discuss themes of stealing, politeness, responsibility and telling truth.

Student examines and labels values: behaving responsibly toward one's family, friends and community.

Filmstrips 4 to 7 "Personal Values"

Filmstrips 12 to 15 "Honesty"

Read and discuss: What choices did Rose make? What happened to Rose? Is Rose the type of person you would like to be?

Read and discuss: How did Ben Edelman, his family, and friends plan to save the children of the Lodz Ghetto?

INSTRUCTIONAL MATERIALS

Values Program - Eye Gate House
6 filmstrips and 3 cassettes

Exploring Moral Values - filmstrips
The Keeping Quilt - Patricia Polacco
The Patchwork Quilt Valerie Flourney

Rose Blanche - Robert Innocente

The Boys Who Saved the Children -
Margaret Baldwin

Lesson Plan for Allen Jay and the Underground Railroad
by Marlene Targ Brill Grade 3

Objectives: The Student should be able to:

- Identify physical characteristics of themselves and others
- Recognize those things we give to others
- Understand the effects of our words and actions on others
- Recognize and accept that each person is responsible for his/her behavior
- Explain some of the reasons people choose to think and to act in caring or in hurtful ways
- Understand that prejudice and the hurtful actions it leads to can affect any individual or a group at any time
- Think of ways in which he/she can stand up for what he/she believes is right and good

Material: Book, Allen Jay and the Underground Railroad

Activity: Read and Discuss the Book.

Discussion Questions:

1. Where did Allen Jay and his family live?
 - A. During what time in American history?
 - B. What religious group did his family belong to?
2. Who were the slaves?
 - A. How were they treated?
 - B. Where did most of them live?
3. What was the Underground Railroad?
 - A. Where did they hide the slaves?
 - B. How did the slaves travel and what was their route?
4. How was the Underground Railroad kept a secret?
 - A. What was Allen Jay's household chore on Monday?
 - B. What happened on a Monday afternoon when the family doctor stopped by their house?
5. Where did Allen find the runaway slave? What was his name?
 - A. Why was Allen scared?
 - B. Where did they both go?
 - C. What did Allen do for the slave?
6. Why was the entire family in the house?
 - A. What are the names of his brothers and sisters?
 - B. What did mother prepare for Henry James?
7. Who came looking for the runaway slave?
 - A. Where did Allen have to take Henry James?
 - B. How did Allen get him there?
 - C. How did he feel about this journey?
8. What were some of the stories that Henry James told about his life as a slave?

Summary:

1. Write a short story to express your feelings about Allen Jay and his family. Can you compare this story to the story of Twenty and Ten?
2. Tommy Traveler in the World of Black History
3. Discussion Video: "Playing Fair".

Lesson Plan for Angel Child, Dragon Child by Michele Marie Surat.

Objectives: The students should be able to:

- Recognize differences
- Understand that there are strengths in differences
- Understand how words can hurt or make us feel better
- Understand his/her actions do affect self and others

Materials:

Video or Book: Angel Child, Dragon Child by Michele Marie Surat

Activities: Read the book and/or see the video and discuss

Discussion questions:

1. Where did Ute's family come from?
2. Why was her mother left behind?
3. What did Ute wear to school?
4. What special gift did Ute's mother give her to remind her of her mother?
5. What happened to Ute and Raymond?
6. What did the Principal ask Raymond to do so that he would get to know Ute and her family better?
7. What did Raymond suggest for the entire school to do to help Ute and family reunite?
8. Did Ute's mother come to the USA? When did she arrive?
9. What lessons did Raymond learn from this experience?

Summary:

1. Write a short story to explain your feelings about this story. How did you feel when you missed your mother?

Summary:

2. From the World of Difference, Lesson 5, page 47
Read the poem and discuss its meaning:
"I Love a World of Difference"

I LOVE A WORLD OF DIFFERENCE

I love a world of difference.
It's beautiful to see.
Where every face is different
And no one's just like me.

I love a world of difference.
Where people all are free
To pray to God the way they choose,
And still be friends with me.

I love a world of difference.
With different foods to eat
With different kinds of music
That sound so rich and sweet.

I love a world of difference.
Where I can take your hand
And tell you things about myself
And you will understand.

I love a world of difference.
With people who are fair.
So let us try to make that world
For children everywhere.

by E.A. Mitchell

Lesson for Plan for Different and Alike by Nancy P. McConnell

- Objectives:** The Student should be able to:
- Identify physical characteristics of themselves and others
 - Understand the effects of our words and actions on others
 - Recognize and accept that each person is responsible for his/her behavior
 - Understand how words can hurt or can make us feel good
 - Understand the many different influences which help to form a person: family, age, gender, race, culture, friends, ethnic background, environment, education, religion, physical characteristics.

Materials: Book, Different and Alike by Nancy P. McConnell

Activities: Read the Book and discuss.

Discussion Questions:

1. Explain what is a handicap.
 - A. What types of handicaps are people born with?
 - B. Are handicaps caused by illness or an accident?
 - C. What things will be harder for people who have a handicap to achieve?
2. What is being deaf or hearing impaired?
 - A. How do deaf people understand what we say to them?
 - B. How do deaf people communicate with us?
 - C. What special equipment or aids are available for deaf people to hear better?
3. What is being blind or partially sighted?
 - A. How is being totally blind like being in the dark?
 - B. How do blind people see using their senses?
 - C. How do blind people learn by feeling or touching.
 - D. What are other special ways that blind people do things?
 - E. How do guide dogs help blind people?
4. What is being deaf and blind?
 - A. How do deaf and blind people communicate?
5. Having learning disabilities and speech disorder.
 - A. What are examples of learning disabilities?
 - B. Describe a speech disorder.
 - C. What is a language disorder?
6. What is being physically challenged?
 - A. Describe the handicaps of the physically challenged.
 - B. What tools are used to help these people?
 - C. Who and what are the purposes of the Helping Hands?
7. What is being mentally handicapped?
 - A. What is mental retardation? Are there different types?
 - B. Explain Downs Syndrome.

8. What is being emotionally handicapped?
 - A. What happens when a person is emotionally handicapped?
9. How can you be a good friend and help a handicapped person?

Summary:

Can you imagine how difficult it is to have a handicap?

- A. Have students take turns being blindfolded and ask them to describe what they can sense by listening, smelling, touching, etc. Have another student guide them around the classroom or building.
- B. Have students take turns placing cotton in their ears for about ten minutes. Everyone else in the classroom must whisper their questions and comments. Have the students describe how they felt during this time. How did they try to follow what was being said? How successful were they?

How are handicapped people like us?

Read and discuss the poem, "Like Me" by Emily Kingsley (poem attached)

See the Video, "The Unforgettable Pen Pal"

LIKE ME

by Emily Kingsley

Illustrated by Martha Perske

Suggested by the book, Just Like Me by Jennifer Fink

I went to my dad and I said to him
There's a new kid who's come to my school.
He's different from me and he isn't too cool.
No, he's nothing at all like me, like me,
No, he's nothing at all like me.

He runs in a funnyish jerkyish way,
And he never comes first in a race.
Sometimes he forgets which way is first base,
And he's nothing at all like me, like me,
No, he's nothing at all like me.

He studies all day in a separate class,
And they say that it's called "Special Ed."
And sometimes I don't understand what he's said,
and he's nothing at all like me, like me,
No, he's nothing at all like me.

His face looks kind of different from mine,
And his talking is sometimes so slow.
And it makes me feel funny and there's one thing I know,
He is nothing at all like me, like me,
No, he's nothing at all like me!

And my father said, "Son, I want you to think
When you meet someone different and new
That he may seem a little bit strange, it's true,
But he's not very different from you, from you,
No, he's not very different from you.

Well I guess, I admitted, I've looked at his face;
When he's left out of games, he feels bad.
And when other kids tease him, I can see he's so sad.
I guess that's not so different from me, from me,
No, that's not very different from me.

And when we're in Music, he sure loves to sing,
And he sings just like me, right out loud.
When he gets his report card, I can tell he feels proud,
And that's not very different from me, from me,
No, that's not very different from me.

And I know in the lunchroom he has lots of fun,
He loves hot dogs and ice cream and fries.
And he hates to eat spinach and that's not a surprise,

'Cause that's not very different from me, from me,
No, that's not very different from me.

And he's always so friendly, he always says hi,
And he waves and he calls out my name.
And he'd like to be friends and get into a game,
Which is not very different from me, from me,
No, I guess that's not different from me.

And his folks really love him. I saw them at school,
I remember on Open School Night -
They were smiling and proud and they hugged him real tight,
And that's not very different from me, from me,
No, that's not very different from me.

So I said to my dad, Hey, you know that new kid?
Well, I've really been thinking a lot.
Some things are different . . and some things are not.
But mostly he's really like me, like me,
Yes, my new friend's . . a lot . like me.

Lesson Plan for "Miracle at Moreaux"

- Objectives:** The student should be able to:
- Identify cultural contributions of many people
 - Recognize those things we give to others
 - Understand the effects of our words and actions on others
 - Recognize and accept that each person is responsible for his/her behavior.

Materials: Video, "Miracle at Moreaux", by Wonderworks
Book, Twenty and Ten by Claire Huchet Bishop

Activity: See the video and compare to the book.

Discussion Questions:

1. When does this story take place?
2. Which country is the setting of this story?
3. Where do the Jewish children stop? Why do they stop here?
4. What happens to their guide?
5. How does Sister Gabrielle help the Jewish children?
6. How do her students respond to hiding the Jewish children?
7. How do all the students celebrate both Holidays: Christmas and Chanukkah
8. What is the dangerous plan they devise to help the Jewish children reach safety?
9. What do they tell the Nazi Commander?
10. What does the Nazi soldier do when he finds the children?

Summary:

1. Write a short story to explain when you had to help a friend who was in danger or find a newspaper article about a Good Samaritan.
2. Compare this story to the books about friendship: Friedreich and Devil in Vienna.

Lesson Plan for The Keeping Quilt
by Patricia Polacco, Gr. 3

Objectives: The Student should be able to:

- Identify cultural contributions of themselves and others
- Recognize those things we give to others
- Understand the effects of our words and actions on others
- Understand the many different influences which help to form a person: family, age, gender, race, ethnic background, culture, environment, education, physical characteristics, religion, friends, etc.

Materials: Book, The Keeping Quilt by Patricia Polacco

Activities: Read the book and discuss.

Discussion Questions:

1. Describe how Great-Grandma Anna came to America.
 - A. What kind of work did the family do in New York City?
 - B. Describe what it was like to live in New York City.
 - C. What happened when Anna went to school.
2. What material did Anna's mother use to make a quilt?
 - A. Who helped Anna's mother make the quilt?
 - B. What patterns did they use to make the quilt?
3. What was the purpose of the quilt on Shabbat?
Describe dinner on Shabbat.
4. Who was the man that Anna fell in love with?
 - A. What did he give her for their engagement?
 - B. How was the quilt used during the wedding ceremony?
5. What was the purpose of the quilt when Grandma Carle was born? What gifts were given to Carle at birth?
6. Whom did Carle marry?
 - A. How was the quilt used during the wedding ceremony?
 - B. What was in Carle's wedding bouquet?
7. Where did Carle and George live?
How did they use the quilt when Mary Ellen was born?
8. When Anna got very old, what was the purpose of the quilt?
How was the quilt used on her 89th birthday?
9. What was the purpose of the quilt at Mary Ellen's wedding?
10. How was the quilt used when Patricia was born?
 - A. What did Patricia do with the quilt?

B. What purpose did the quilt serve on her birthday?

11. What was the purpose of the quilt at Patricia's wedding? When her daughter, Traci Denise, was born, how did they use the quilt?

Summary:

Compare the purpose and family traditions of The Keeping Quilt and The Patchwork Quilt. Do you have a family quilt?

Ask each student to draw a picture and write a story or poem about something they have learned and treasure from an older member of their family. Each student shares this with the class and places his/her work on the bulletin board or in a class "album of memories".

Lesson Plan for
The Most Beautiful Place in the World
by Ann Camerone, Grades 3 & 4

Objectives: The student should be able to:

- Identify the cultural characteristics of many people.
- Recognize those things we give to others.
- Understand the effects of our words and actions on others.
- Recognize and accept that each person is responsible for his/her behavior.
- Explain some of the reasons people choose to think and to act in caring or in hurtful ways.
- Think of ways in which he/she can stand up for what he/she believes is right and good.
- Develop a personal plan to be more thoughtful, caring and trusting of others.

Materials: Book, The Most Beautiful Place in the World

Activity: Read book and discuss.

Discussion Questions:

1. Where does Juan live?
 - A. Describe the countryside.
 - B. What was the method of transportation.
2. Where was Juan born?
 - A. Why did his father leave?
 - B. Where did Juan and his mother live?
3. Describe Juan's Grandmother's home.
 - A. Who lives with Grandmother?
 - B. How did Grandmother earn a living?
 - C. What type of work did Juan's mother do?
4. What happened to Juan's mother?
 - A. Why did she leave Juan?
 - B. How did Juan feel?
 - C. Where did he have to sleep?
5. Describe Juan's relationship with his mother.
 - A. How did he feel about his step-brother?
6. What kind of work did Juan learn to do?
 - A. Where were the other kids going every day?
 - B. How old was Juan?
7. Why did Juan want to go to School?
 - A. How did his Grandmother respond?
 - B. How did she help Juan?
 - C. What advice did she give Juan about school?

8. What was a typical day for Juan?
 - A. How did he do in School?
 - B. What was his Grandmother's reaction?
 - C. How did she encourage Juan?

Summary:

1. Describe Juan's relationship with his Grandmother.
Do you have a special relationship with your Grandparent or another family member?
Write a short story to express your feelings about this relationship.
2. Compare this story to Max and David or The Red Balloon.
3. Where is the most beautiful place in the world? What did Juan's Grandmother teach him about pride and love?

Lesson Plan for The Patchwork Quilt
by Valerie Flourney

Objectives: The student should be able to:

- Identify the cultural characteristics of many people.
- Recognize those things we give to others.
- Understand the effects of our words and actions on others.
- Understand the many different influences that help to form a person: family, age, gender, race, ethnic background, culture, environment, education, physical characteristics, religion, friends, etc.
- Compare and contrast self to others.
- Understand that there are strengths in differences.

Materials: Book, The Patchwork Quilt, by Valerie Flourney

Activities: Read the book and discuss

Discussion Questions:

1. Why was Tanya in the house? How was she feeling?
2. What was Tanya's Grandmother doing?
3. How long would it take for Grandmother to make her masterpiece?
4. Where did Grandmother get her scraps of quilt material?
5. What happened to Grandmother during the Christmas holidays?
6. How did Tanya help Grandmother with the patchwork quilt?
 - A. What was missing from the quilt?
 - B. How did the family help Tanya with the quilt?
7. How was Grandmother feeling? How did she feel about the quilt?

Summary:

1. How will the patchwork quilt tell the family story forever? Did you ever help your grandmother with her quilting or sewing of a special project? Do you have a family quilt?
2. Compare the relationship of Tanya and her grandmother to you and your grandmother. What kind of quilt would you make?
3. Compare the family quilts in Patchwork Quilt and The Keeping Quilt. What are the purposes of these quilts in the family traditions?
4. Color a picture in the Amish Quilt Coloring Book by Benner.
5. Read about other family quilt projects:

Tar Beach by Faith Ringgold
The Bedspread by Sylvia Fair
The Josefina Story Quilt by Valerie Flourney
The Quilt Story by Tony Johnson
Sammy Johnson and the Blue Ribbon Quilt by Lisa Campbell

6. See the following videos:
"Two Quilts: Japanese American Women Remember"
"Quilts in Women's Lives" and "Hearts and Hands"
7. Participate in The Names Project AIDS Memorial quilt.
See the Video: "Common Threads: Stories from the Quilt."
8. Have the students make a class quilt emphasizing strengths that their differences have given them.
 - Cut squares or patches from oaktag or from cloth.
 - Each student draws on his/her patch a contribution or strength s/he gives to the group and on another patch draws a contribution or strength he/she receives from someone in the class or from the whole group.
 - Using yarn, sew all the patches together and display in the classroom or the hallway.
 - Invite visitors to the class and have each student explain his/her patches.
 - Select a song to sing about friendship or people and have the students sing together.
Ex: "We are the World," or "I'd Like to Teach the World to Sing," etc.

WE ARE THE WORLD

There comes a time when we heed a certain call,
when the world must come together as one.
There are people dying and its time to lend a hand to life,
the greatest gift of all.

We cant' go on pretending day by day that someone,
somewhere will soon make a change.
We are all a part of God's great big family
and the truth, you know, love is all we need.

Chorus:

We are the world, we are the children,
we are the ones to make a brighter day,
so let's start giving.
There's a choice we're making,
we're saving our own lives, it's true,
we make better days, just you and me.

Send them your heart so they'll know that someone cares
and their lives will be stronger and free.
As God has shown us by turning stone to bread,
so we all must lend a helping hand.

Chorus

When you're down and out, there seems no hope at all,
but if you just believe, there's no way we can fall.
Let us realize that a change will only come
when we stand together as one.

Chorus Repeat twice

The Lesson Plan for the Video, "The Point" Gr. 4
Based on the fable written by Harry Nilsson

Objectives: The student should be able to:

- Recognize those things we give to others.
- Understand the effects of our words and actions on others
- Recognize and accept that each person is responsible for his/her actions.
- Identify physical characteristics of themselves and others.
- Define prejudice, discrimination, racism, and sexism.
- Give examples of prejudice in action against individuals and groups.
- Understand that in times of prejudice and persecution, some people are courageous and help victims, some remain silent, and some are guilty of doing evil things to others.
- Think of ways in which he/she can stand up for what he/she believe is right and good.

Materials: Video, "The Point"

Activity: View the Video and discuss.

Discussion Questions:

1. Who is Oblio?
 - A. How is Oblio different than the other children?
 - B. Where is Oblio living?
2. Who discovers that Oblio is different?
 - A. What is Oblio called?
 - B. Where is Oblio sent or banished to?
 - C. Who goes with Oblio?
 - D. How does Oblio feel about leaving?
3. What Lessons does Oblio learn or discover?

Summary:

1. Have you ever felt different? Write a short story to explain this incident and how you felt.
2. Do all things have a point? Explain.
3. How do our differences make each of us special?
4. Compare Oblio and Arrow to Pascal and his Red Balloon.
5. "Stop, look, and listen"; Dramas about self-esteem

Lesson Plan for The Red Balloon by Albert Lamorisse
Gr. 3 & 4,

Objectives: The student should be able to:

- Recognize those things we give to others
- Understand the effects of our words and actions on others
- Recognize and accept that each person is responsible for his/her behavior.
- Identify cultural contributions of many people.
- Explain some of the reasons people choose to think and to act in caring or hurtful ways.
- Think of ways in which he/she can stand up for what he/she believes is right and good.
- Develop a personal plan to be more thoughtful, caring and trusting of others.

Materials:

- Video, "The Red Balloon"
- Book, The Red Balloon by Albert Lamorisse

Activities: Read the book or see the video and discuss

Discussion Questions:

1. Where does this story take place?
2. Where did Pascal find the balloon?
3. What color was the balloon?
4. Where did Pascal take the balloon?
 - A. Who watched the balloon for Pascal?
5. What happened when Pascal brought the balloon home?
 - A. What did the balloon do?
 - B. How does the balloon behave?
6. What happened the next time Pascal went to School?
 - A. What did the Principal do to Pascal?
 - B. What did the Principal do to the Balloon?
7. What happened the first time the gang of boys followed Pascal and his balloon?
8. When Pascal went into the Bake Shop what did the gang of boys do to the Balloon?
9. How did Pascal feel when he lost his Balloon?
10. What helped Pascal feel better?
11. Why did the Balloons unite and go over Pascal?

Summary:

1. Write a short story to describe the relationship between Pascal and his Balloon. Compare your best friend or a pet with this story.
2. How did Pascal try to protect his Balloon? Did anyone help him? Did you ever lose something you loved?
3. Why did the Gang of Bullies pick on Pascal and his balloon? Do you know a Bully? How do you feel?
4. See and discuss the video, "Set Straight on Bullies."
 - A. Compare how Pascal and Troy feel about being bullied.
 - B. Have you ever been a bully?
 - C. Why did you act in that way?
 - D. How could you repair the hurt you caused another person by acting like a bully?

Lesson Plan for Young and Old Alike by Nancy P. McConnell

Objectives: The student should be able to:

- Identify physical characteristics of themselves and others
- Recognize those things we give to others
- Understand the effects of our words and actions on others
- Recognize and accept that each person is responsible for his/her behavior.
- Define prejudice, discrimination, racism, sexism, and ageism
- Give examples of prejudice in actions against individuals and groups.
- Explain how prejudice hurts everyone and ways we all (individually, as a community, a nation, a world) suffer because of it.
- Explain some of the reasons people choose to think and to act in caring or in hurtful ways.
- Understand that prejudice and the hurtful actions it leads to can affect any individual or any group at any time.

Materials: Book, Young and Old Alike by Nancy P. McConnell

Activity: Read the book and discuss.

Discussion Questions:

1. How would you describe the process of growing older or aging?
2. Do you know someone who is a member of the older generation?
3. Do you have a grandparent? Can you describe your special relationship?
4. What happens to people as they age or get older?
5. How would you describe someone who is senile?
6. What problems do older people have? How can you help them?
7. What is good about being older?
8. What can we learn from older people?
9. Where do older people live?
10. What does it mean to be retired?
11. What have older people accomplished?

Summary:

1. Write a short story to describe your grandparent(s) or someone who is like a grandparent to you? What makes them so special to you? Would you like to be like them when you get older?
2. Can you explain the expression, "It's what we do with our lives that is important, not when we do it?"
3. See the Video or read the Book, David and Max by Gary Provost. Discuss the relationship of David and his grandfather, Max, who is a Holocaust survivor.

Lesson Plan for Ethnic Pride by Greta Barclay Lipson and
Jane A. Romatowski Grade 3-4

Objectives: The student should be able to:

- Understand cultural contributions of various ethnic groups

Materials:

Book: Ethnic Pride by Greta Barclay Lipson and Jane A. Romatowski,
(A Good Apple Book for Grades 9), Good Apple Inc., Box 299, Carthage, IL 62321-
0299, 1983.

- Books of Nobel Prize and Pulitzer Prize winners
- Newspapers and ethnic magazines
- Oxford English Dictionary or etymology dictionary
- 3 x 5 cards and colored paper

TIME-SAVING OUTLINE GUIDE TO ACTIVITIES for Grades 3-4

Begin with "Ethnic Groups in the U.S." check list p. 8.

- I. Calendars - p.49, Act 1; p.50, Act. 3
- II. Ethnic Foods
 - A. Foods obviously from ethnic origins - p. 63, Act I.
 - B. Ethnic restaurant list or visit -p.63, Act 2
 - C. Popular U.S. food's ethnic beginnings p.64, Act. 8
 - D. Utensils used in ethnic cooking p.64, Act 5.
 - E. Cooking demonstration by adult, p. 64, Act 6
 - F. Sweets Tasting Day
 - G. Tasting Day. See Additional Activities
- III. Language and Literature
 - A. Word origins. See Additional Activities
 - B. Authors and literature. See Additional Activities
 - C. Famous quotations - p. 107, Act 15. See Additional Activities
- IV. Famous People
- V. Fine Arts - Folk Arts
 - A. Folk Tales
 - B. Music
 - 1. Instruments of foreign origin - p. 94, Act. 2
 - 2. Important musical figures - p. 97, Act 9.
 - 3. Popular singers from ethnic groups - p. 96, Act 5.
 - C. Art
 - 1. Art forms from various countries - p. 97, Act 8.
 - 2. Famous art works and artists - p. 97, Act 7.
 - D. Dance
 - 1. Ethnic dances - p. 95, Act 3.

2. Famous dancers - p. 95, Act. 4.
- VI. Games and Toys - p. 124, Act 2.

ADDITIONAL ACTIVITIES

ETHNIC FOODS - Sweets Tasting Day

Materials: List of ethnic sweets and recipes if students do not have resources at home (marzipan, halvah, crusciki, lokoom, taiglach, zeppole). List from school nurse of any students who are diabetic. Napkins, glasses, water, 3x5 cards.

Lesson Plan for Soup, by Robert Newton Peck, Grades 3-4

Objectives: The student should be able to:

- Understand the effects of our words and actions on others.
- Recognize and accept that each person is responsible for his/her behavior.

Materials:

Book: Soup by Robert Newton Peck. New York: Dell Publishing Co., Inc. 1974.

Activities:

Read Chapter 5, pages 41-47. The focus will be on page 44: "Cheating Mr. Diskin".

Discussion questions:

1. Who are the two boys in this Chapter?
2. What are they planning to do to Mr. Diskin?
3. Do they like Mr. Diskin?
4. Why do they want to cheat Mr. Diskin?
5. How do you feel about their plan?
6. What would you do?
7. How did the boys express their prejudice?
8. How were the boys influenced by what other people told them?

Summary:

Have you ever been influenced by other people and then discovered that they were wrong?

What are some of the misconceptions and stereotypes we have about other people?

What is Prejudice? Can we define this term?

Have you ever experienced prejudice?

Have you ever behaved in a prejudicial manner towards other people?

Follow Up: See the ADL materials: "Wonderful World of Difference, Activities: 18-20. "Teacher, they called me--!" Activities 41 and 47.

Behind the Mask

Molly's Pilgrim, see Lesson Plan

Lesson Plan for Molly's Pilgrim, by Barbara Cohen, Grades 3-4

Objectives: The student should be able to:

- Identify physical characteristics of themselves and others.
- Identify cultural contributions of many people.
- Recognize those things we give to others
- Understand the effects of our words and actions on others
- Recognize and accept that each person is responsible for his/her behavior.

Materials:

Video: Molly's Pilgrim available for rental from ADL

Book: Molly's Pilgrim by Barbara Cohen, New York: Lothrop, Lee & Shepard Books. 1983.

Activities: Read the book or see the video.

Discussion questions:

1. Where did Molly and her family live before they came to America?
2. Describe Molly's appearance. How was she different from her classmates?
3. List some of the cultural traditions in Molly's home.
4. How did the classmates behave towards Molly? Give examples of their behavior. Are they prejudiced?
5. Does Molly have friends? Why or why not?
6. Is Molly happy in her new home?
7. How does the teacher help Molly in the classroom?
8. Describe Molly's Pilgrim? How is it different?
9. How does the class respond to Molly's Pilgrim?
10. What does Molly's Pilgrim symbolize?
11. What lesson can be learned by the class, from Molly, her family and the Pilgrim?

Summary:

Discuss the settlement of the Pilgrims in America for religious freedom.

Discuss the holiday of Thanksgiving, which is based on the Jewish holiday of Succot.

What are other examples of cultural contributions by other people? See Lesson Plan for Ethnic Pride. Define prejudice.

Have you ever felt alone or lonely because a group did not include you? What are some of the reasons that people are made to feel different? How can we be accepted?

Follow Up: See the ADL materials: "Teacher, they called me a---!" Activities 47,41, 24-28.

Lesson Plan for The Number on My Grandfather's Arm by David Adler, Grades 3-4

Objectives: The student should be able to:

- Recognize those things we give to others
- Understand the effects of our words and actions on others.

Materials:

Book: The Number on My Grandfather's Arm, by David A. Adler.

For Teacher background information: Never to Forget by Milton Meltzer

The Holocaust. A History of Courage and Resistance by Bea Stadtler

Introduction:

Discussion about our Grandparents:

- How do your Grandparents help you?
- Where do your Grandparents live?
- Where did your Grandparents grow up?
- Write a short story about your Grandparents.

Activities: Read the book.

Discussion questions:

1. What does Grandfather do for a living?
2. Where was Grandfather born?
3. What was life like in his village?
4. Where does Grandfather live now?
5. Why does Grandfather wear a shirt with long sleeves?
6. How did he get a number on his arm?
7. How did he describe life in the Concentration Camp, Auschwitz?
8. How did Grandfather feel about telling this story?
9. How did the little girl feel about her Grandfather's story?
10. What does she tell her Grandfather about the number?

Summary:

Prepare a family tree.

Draw a picture of your family.

Other books: Promise of a New Spring by Gerda Klein

Remember Not to Forget by Norman H. Finkelstein

Books

- Adler, David A. The Number On My Grandfather's Arm. UAHC Press, New York, 1987.
Grandfather, a survivor of the Holocaust, tries to explain the meaning of the number on his arm to his granddaughter.
- Baldwin, Margaret. The Boys Who Saved the Children. Messner, Old Tappan, New Jersey, 1981.
A true story of Ben Edelman and his family and friends who plan to save the children of Lodz Ghetto.
- Brill, Marlene Targ. Allen Jay and The Underground Railroad
Carolrhoda Books, Minneapolis, 1993.
Allen Jay and his family participated in the underground railroad that helped slaves travel to their freedom. Allen Jay helps to save a slave, Henry James, by taking him on a dangerous journey to his grandparents' home. Allen Jay was highly respected for his courageous efforts to assist numerous slaves to find freedom.
- Camerone, Ann. The Most Beautiful Place in the World.
Knopf, New York, 1988.
Juan lives with his mother in Peru. They both lived with Juan's grandmother. Juan's mother left him to marry another man. Juan helps his grandmother in the market until he is able to go to school. Juan does well in school and receives honors for his scholastic ability. Thanks to his Grandmother's support he realizes where to find the most beautiful place in the world.
- Cohen, Barbara. Molly's Pilgrim. Lothrop, Lee & Shepard, New York, 1983.
A story about a 9-year-old Russian-Jewish girl who is not accepted by her classmates because she is different. When she is asked to make a pilgrim for a class project and makes it in the form of a Russian immigrant, the class understands her desire for religious freedom.
- Finkelstein, Norman. Remember Not To Forget: A Memory of the Holocaust. Franklin Watts, New York, 1985.
The major elements of the Holocaust are explained, including anti-Semitism, the rise of Nazism and the survivors of the camps who made new lives.
- Flourney, Valerie. The Patchwork Quilt. Dial Press, Books for Young Readers. New York, 1985.
Tanya helps her Grandmother design and create a family patchwork quilt which tells the story of their family. They use scraps from Jim's old pants, Mama's gold Christmas dress and Tanya's Halloween costume to make a quilt of family memories. However, when Grandmother becomes ill, Tanya involves the family to help her complete the patchwork quilt for Grandma.
- Friedman, Ina R. Escape or Die: True Stories of Young People. Addison-Wesley, Reading, Mass., 1982.
These personal stories illustrate the increasing danger and the many routes chosen by young people in their efforts to escape from the Nazis. A short history of the Jews in each country is given before each story. Although each of the stories tells of a survivor, the horrors of the Holocaust are not minimized.

- Innocente, Roberto and Christopher Gallaz. Rose Blanche. Creative Education, Inc., Minnesota, 1985.
Truly an art book in which the author and illustrator attempt to tell a story through the eyes of a little girl who does not understand war and who cannot accept what she senses is happening, yet reaches out to help other children. An excellent book, but one to be used with great care.
- Lamoris, Albert. The Red Balloon. Doubleday and Company, Inc.
Garden City, New York, 1956.
Pascal is a small boy living in Paris, who finds a red balloon. This red balloon has its own personality as they journey to school and through the streets of Paris. Gangs of boys are envious of Pascal, so they follow him and eventually destroy his balloon. The film becomes an allegory in which innocence and simplicity are pitted against evil and are rewarded.
- Lipson, Greta Barclay and Jane A. Romatowski. Ethnic Pride. (A Good Apple Idea Book for Grades 4-9).
Good Apple Inc., Box 299, Carthage, Illinois 62321-0299, 1983.
Activities and information for exploring and appreciating cultural heritage.
- McConnell, Nancy P., Different and Alike. Current Inc.
Colorado, 1988.
People are born with different handicaps, which require our understanding and special care. Various types of handicaps are discussed: being deaf or hearing impaired; being blind or partially sighted; being deaf and blind; learning disabilities and speech disorders; being physically challenged; being mentally handicapped; and being emotionally handicapped. We can be a good friend by helping a handicapped person cope with problems.
- McConnell, Nancy P., Young and Old Alike, Current Inc.
Colorado, 1984.
We need to learn to respect members of the older generation. Many older people are retired but they are also accomplished. We can learn a great deal from their wisdom and experience. "It's what we do with our lives that is important, not when we do it."
- Peck, Robert Newton. Soup. Alfred A. Knopf, New York, 1974.
Two boys cheat Mr. Diskin, a man who has been kind to them. Examines how we are influenced by others and taking responsibility for our own actions and words.
- Polacco, Patricia. The Keeping Quilt. Simon and Schuster, Inc.
New York, 1988.
Patricia Polacco tells the story of how the Keeping Quilt remains a symbol of the enduring love and faith of her family. It is passed from mother to daughter for 4 generations of one century. The quilt is made from a basket of old clothes; Anna's babushka; Uncle Vladimir's shirt; Aunt Havalah's night dress; a wedding canopy; and a blanket that welcomes babies warmly into the world.
- Surat, Michele Marie. Angel Child, Dragon Child. Raintree Publications, 1983.
Ute comes from Vietnam. Her mother was left behind and Ute misses her mother very much. Raymond teases Ute and the Principal asks Raymond to learn more about Ute's family history. With Raymond's direction the school organizes a fair to raise money to help bring Ute's mother to the USA. This book clearly illustrates how we can learn about other cultures to overcome prejudice and stereotyping.

Volavkova, Hana, ed. I Never Saw Another Butterfly. Schocken Books, New York, 1978 (Filmstrip also available)

The many children's drawings and poetry created in the Terezin Concentration Camp from 1942-1944

VIDEO:

The Red Balloon, directed by Albert Lamorisse, is distributed by Video Images. Box C-100, Sandy Hook, CT. 1987, 34 min.

Angel Child, Dragon Child. World of Difference ADL. Narrated by Livingston Taylor.

Miracle at Moreaux by Wonderworks.

It is Christmas, 1943 when 3 young Jewish children flee the terror of Nazi-occupied France and head for the border of Spain. Tired and hungry they stop at a Catholic school where their guide attempts to steal food and is captured and killed by the Nazis. The 3 children find refuge in a Catholic School run by Sister Gabrielle. Together they devise a dangerous plan to help the children reach the border safely.

Audiovisual Materials

Behind the Mask (8-minute 16 mm or video) 1987.

Children Around the World. Classroom Activities. Chasell, Inc., New England School Supply, P.O. Box 1581, Springfield, Mass., 01101.

An activity book that lets children learn through games, recipes, and interesting information from over 30 countries.

Children of the World Poster Set. Chaselle, Inc., New England School Supply, P.O. Box 1581, Springfield, Mass., 01101. Set of 16 full color photographic posters, each with a scene depicting children of other countries.

Eve of the Storm. (Filmstrips/cassettes, film, or video and discussion guide.) Based on ABC-TV special. A 2-day experiment conducted by a 3rd grade teacher to show how prejudice can change attitudes, behavior, and performance in the classroom.

Friends Don't Hurt Friends. (7-minute film/cassette with discussion guide.) Prejudice can destroy a friendship.

The Point. (videotape) Nilsson House Music Inc., Murakami Wolf Prod. Inc., 1971. Based on a story by Harry Nilsson, this animated classic tells the story of Oblio, an innocent, sweet-natured boy who was born round-headed in a community of people who have points in a land where everything and everyone has a point. The misfit Oblio is banished to the forest where he has many adventures. Alan Thick, narrator.

Exploring Moral Values. Dr. Louis E. Roths, Warren School Productions, Inc., Prentice Hall Co., Pleasantville, New York, 10570, 1969. Filmstrip/cassette series which explores the question of moral values.

Values Program. Eye Gate Media House. Division of Heiff Jones, Inc., Chicago, IL 60619, 1974

GRADES 5-6 PEOPLE NEED PEOPLE

Goal: Prejudice hurts each of us as individuals and weakens the group as a whole.

<u>OBJECTIVES</u>	<u>INSTRUCTIONAL ACTIVITIES</u>	<u>INSTRUCTIONAL MATERIALS</u>
<i>The student should be able to:</i>		
Recognize that each of us has traits and attributes in which he/she takes pride.	<p>Choose activities appropriate to group.</p> <p>I. Name</p> <p>II. Family Tree</p> <p>III. Immigration and Geography</p> <p>IV. Special memories, nostalgia, artifacts.</p> <p>See Sample Lesson Plans</p> <p>Listen to song and discuss the meaning of, What is the Greatest Love?</p> <p>Activity 9: "Our Heritages - Differences and Similarities"</p>	<p><u><i>Ethnic Pride</i></u> - Greta Lipson and Jane A. Ramatowski</p> <p><u><i>Children of the Wolf</i></u>, Jane Yolan</p> <p><u><i>Ajeemah and his Son</i></u>, James Berry</p>
		<i>Song: "The Greatest Love of All"</i>
		<u><i>The Wonderful World of Difference</i></u> <i>Activities folder (ADL)</i>
	Cassette, book, and Guide	<u><i>I Have the Power</i></u>
Recognize the values that influence each student.	<p>Activity 10: "Our Shared Beliefs as Americans"</p> <p>Activity 12: "America Was Founded on Respect for Differences"</p> <p>Activity 13: "America Is One Nation Made Up of Many Different Groups of People"</p> <p>See Sample Lesson Plan</p> <p>Have students examine personal values. See filmstrips 4-7 "Personal Values".</p>	<p><u><i>WWD</i></u></p> <p><u><i>Pocahontas, Indian Princess</i></u>, Patricia Adams</p> <p><u><i>Exploring Moral Values</i></u> - Filmstrip Series</p>

GRADES 5-6 PEOPLE NEED PEOPLE

<u>OBJECTIVES</u>	<u>INSTRUCTIONAL ACTIVITIES</u>	<u>INSTRUCTIONAL MATERIALS</u>
Identify the sources from which he/she learned his/her values.	Have students discover what they learn from their families by what they do with their families. Activity 8: "Our Families - Differences and Similarities.	<u>WWD</u>
	Activity 52: "Religion Word Search"	<i>"Teacher, they called me a ----!" - Byrnes</i>
	Listen to song and discuss: how do we learn prejudice ? How can we unlearn our prejudice?	<i>"You've Got to be Carefully Taught" from <u>South Pacific</u>, musical show by Rodgers and Hammerstein</i>
	Have students read and discuss: Why did Anna and her family flee Nazi Germany? What does the pink rabbit symbolize?	<i><u>When Hitler Stole the Pink Rabbit</u> - Judith Kerr</i>
Define and give examples of prejudice	Choose activities to illustrate scapegoating, stereotyping, and discrimination. Sports poster set, for Bulletin Board	<i><u>The Prejudice Book</u> - David A. Shiman</i> <i>They Think that Prejudice Is Foul Play Poster set - ADL</i>
	View filmstrip: "Friends Don't Hurt Friends". Discuss how racial prejudice and name calling can destroy a friendship.	<i><u>Understanding Prejudice</u> (ADL) filmstrip set Set Straight on Bullies</i>
	Imagine that you are Joseph or Judith and keep a Journal of your feelings as you read this autobiography.	<i><u>Joseph and Me In the Days of the Holocaust</u> - Judith Hoffman</i>

GRADES 5-6 PEOPLE NEED PEOPLE

<u>OBJECTIVES</u>	<u>INSTRUCTIONAL ACTIVITIES</u>	<u>INSTRUCTIONAL MATERIALS</u>
	Activity 15: "Some Think People in Groups Are All the Same"	<u>WWD</u>
	Activity 18: "We Should Respect Each Other's Differences."	
	Activities in Chapter 2: "Learning About Prejudice".	<i>"Teacher, they called me a ----!" Byrnes</i>
	Activities in Chapter 7: "Families and Life Style".	<i>Choose activities that suit your class</i>
	Activities in Chapter 8: "Gender".	
	Follow Up: View filmstrips: 1, 2, 3 on various forms of Prejudice.	<u>Exploring Moral Values</u>
Demonstrate an understanding that each of us is faced with many choices and the difficulty in making choices.	Have students enact parts of one-act play or read and discuss the meaning of the play.	<i>"Escape" from <u>Shadows of the Holocaust</u>, H. Steinhorn</i>
	Read this "Choose-Your-Own-Adventure-Type" book and keep a Journal of the reasons for making each decision. (Grade 6, only)	<u>Escape from the Holocaust</u> - Roseman
	View filmstrips and listen to cassette tapes. Have students list and examine choices of behavior and consequences.	<u>Project Me</u> - Set of 8 filmstrips and 8 cassettes. "If You Do Something ... Causes and Effects of Behavior."
	Chapter 2 only. Use Worksheets: "Separating Facts and Feelings".	<u>Developing Thinking Skills</u> , Sarabeth Farney from Scholastic Inc.
Demonstrate an understanding that each of us is faced with many choices and the difficulty in making choices.	View and discuss fictional movie portraying the fact that many nuns in convents took the risk of hiding and sheltering Jewish children during World War II	<u>Conspiracy of Hearts</u> - Movie

GRADES 5-6 PEOPLE NEED PEOPLE

<u>OBJECTIVES</u>	<u>INSTRUCTIONAL ACTIVITIES</u>	<u>INSTRUCTIONAL MATERIALS</u>
Understand that choices have consequences for the individual and for the group.	<p>Read Nelly's story of her 18 months in hiding (illustrated by 29 paintings).</p> <p>Activity 14: "The Way We Work Together Makes America Strong"</p> <p>View film and discuss themes of:</p> <ul style="list-style-type: none"> - Jewish resistance - Polish underground - Myth of resettlement <p>See Sample Lesson Plan</p> <p>Read Chapters 1-3 for the historical background of post World War I to the rise of Hitler and Nazism during World War II.</p> <p>The teacher should select and read poems to the class from this autobiography of a child survivor of Terezin Concentration Camp.</p> <p>View filmstrip and discuss: How Peter and Brian learn to accept their Vietnamese neighbor, Cheng.</p>	<p><u><i>Behind the Secret Window: A Memoir of a Hidden Childhood</i> by Nelly S. Toll</u></p> <p><u>WWD</u></p> <p><u><i>Nightmare: The Immigration of Joachim and Rachel.</i> (ADL)</u></p> <p><u><i>I Never Saw Another Butterfly</i> - Hana Volavokova</u></p> <p><u><i>The Holocaust, A History of Courage and Resistance</i> - Bea Stadler</u></p> <p><u><i>I Am A Star: Child of the Holocaust</i> - Inge Auerbacher</u></p> <p><u><i>"Them and Us" from the filmstrip set Understanding Prejudice</i> (ADL)</u></p>

Lesson Plan for Ajeemah and his Son, by James Berry Gr. 6

Objectives: The student should be able to:

- Recognize that each of us has traits and attributes in which he/she takes pride.
- Recognize the values that influence each student.
- Identify the source from which he/she learned her/his values
- Define and give examples of prejudice
- Demonstrate an understanding that each of us is faced with many choices and the difficulty in making choices.
- Understand that choices have consequences for the individual and for the group.
- Explain the terms bigotry, discrimination, racism, stereotype, scapegoating, ethnocentrism, anti-semitism, genocide.
- Analyze how prejudice and discrimination can lead to genocide.
- Analyze reasons why individuals and groups act in certain ways.

Materials: Book; Ajeemah and his Son

Activity: Read the book and discuss:

Discussion Questions:

1. In what year does this story take place? What country?
2. What did the New British law do for slavery?
How did people respond to this law?
3. Where were Ajeemah and his son going one day?
 - A. Describe their mood.
 - B. What was Atu planning to do very soon?
4. Who was his bride to be? Describe her.
5. What type of work does Atu do?
 - A. What was the name of his village?
 - B. What type of dowry did he prepare?
6. What happened to Ajeemah and Atu on the way to Sisi?
 - A. Who were the kidnappers?
 - B. Where were they taking the prisoners?
 - C. How were they treated?
7. How did Ajeemah and Atu feel about seeing a white man?
 - A. How many people were taken on the ship that day?
 - B. Describe the conditions of the ship and the journey,
 - C. Who owned the Africans?
8. How did Ajeemah try to soothe his son?
 - A. What were his thoughts about survival?
9. What were they both thinking about the marriage and wedding plans ?
10. How long were they at sea?
11. What did Ajeeman witness?
 - A. What were his feelings?
12. Where did they finally land? What were their impressions?
13. What happened to father and son?
 - A. Where did Ajeemah have to work?
 - B. What were his reactions and feelings upon arriving at the Great House? What was the owner's name?

14. What was Ajeemah's job?
 - A. Where did he live?
 - B. Who was his supervisor?
15. What was Ajeemah's new name?
16. Where was Atu?
17. To whom did Ajeemah talk to plan his escape?
 - A. What happened when a message was found?
 - B. What happened to Aleemah's attitude after his plan was destroyed?
18. What was Atu's attitude toward slavery?
What was his plan to escape?
19. How did he obtain a horse? What is the name of his horse? What was his relationship with his horse?
20. What was Atu's new name?
21. What happened to Atu?
Why was he killed?
22. What was Ajeemah's psychic reaction at the time of Atu's burial?
23. Who was Bella?
What was her position?
How did she change Ajeemah's life?
24. When were they married?
What was the name of their first child?
25. When was the slavery-abolition law passed?
26. When did Sisi get married? Whom did she marry?
What was her new name?
27. What did Ajeemah do with the gold pieces?
28. How did Sisi feel about his generosity?

Summary:

1. See the video, "Operation Understanding" and discuss the feelings of the 12 teenagers, 6 Jewish and 6 African-American, who go to Israel and to Africa to study places where slavery and persecution have occurred.
2. Listen to the song, "Carefully Taught" from South Pacific and discuss how we are taught to be prejudiced. (words attached).

CAREFULLY TAUGHT

You've got to be taught to hate and fear
You've got to be taught from year to year
It's got to be drummed in your dear little ear
You've got to be carefully taught
You've got to be carefully taught

You've got to be taught to be afraid
Of people whose eyes are ugly made
And people whose skin is a different shade
You've got to be carefully taught

You've got to be taught
Before it's too late
Before you are six or seven or eight
To hate all the people your relatives hate
You've got to be carefully taught
You've got to be carefully taught

from the musical South Pacific

Lesson Plan for Children of the Wolf by Jane Yolen, Gr. 5&6

Objectives: The student should be able to:

- Identify the sources from which he/she has learned his/her values.
- Analyze reasons why individuals and groups act in certain ways.
- Analyze why people and nations act as the following: bully and gang, rescuer, hero, and silent bystander.
- Define different types or forms of resistance that may occur in various situations.
- Demonstrate an understanding that each of us is faced with many choices and the difficulty in making choices.
- Understand that choices have consequences for the group and the individual.

Materials: Read the book, Children of the Wolf by Jane Yolen

Activities: Have students read the book and discuss:

Discussion Questions:

1. What country is the setting for this story?
 - A. What is the language of the people?
 - B. Why is it forbidden to be spoken there?
2. What Is the "Home?"
 - A. What kind of orphanage is this?
 - B. Who runs the orphanage?
3. What are names of the boys who share a room?
 - A. Where does Rama go when he climbs out of the window?
 - B. How does Mohandas describe Rama in his notebook?
 - C. How does Mohandas describe and compare himself to Rama?
4. What does Mohandas hear barking under his window?
 - A. How many times did it bark?
 - B. What did the ghostly voice say?
 - C. What is the story about wolf-children?
5. Why did Chunarem come to the Home?
 - A. Describe the village of Godamuri.
 - B. What were the villagers concerned about?
 - C. What year does this story take place?
6. Why did Mr. Welles want to take the boys on the journey to Godamurin?
 - A. How did the boys feel travelling through the Jungle?
 - B. How did they scare the tiger?
 - C. What was the purpose of the fire?
7. How long was the journey?
 - A. How were they greeted?
 - B. How did they feel when they arrived?
8. What was their plan to capture the ghost?
 - A. What did they see?
 - B. What was the plan to capture the ghost?
 - C. Why did they have to shoot the mother wolf?
What sound did she make?
9. What did they see in the Hollow?
 - A. How can you describe the children?
 - B. Why did Mohandas feel like their brother?

10. How did the creatures feel about being captured?
 - A. How did the villagers feel towards the creatures?
 - B. What did they plan to do to the captives?
11. What did Mr. Welles plan to do with the creatures?
 - A. How did they bring the creatures back to their orphanage?
 - B. What was their routine?
 - C. How did they drink? What did they eat?
12. Describe the wolf-girls.
 - A. What were their ages?
 - B. How did they respond to their bath?
 - C. How did they behave with clothing?
 - D. Compare the physical differences between the children and the wolf-girls.
13. What did Mohandas name the creatures?
 - A. How did they respond to his friendship?
14. What was Mr. Welles' approach?
 - A. What were Mohandas' responsibilities
 - B. How would he tame them?
 - C. What is a Gillie?
15. How did Amala respond to Mohandas?
 - A. What happened when she became ill?
 - B. How did Mohandas feel when she died?
 - C. How did her sister Kamala, behave?
16. How did Kamala change after her sister's death?
 - A. How did the children treat her?
 - B. Who was the bully and gang leader?
17. How did Kamala escape?
 - A. Why did she escape?
 - B. Where did she go?
18. How was Mohandas able to find Kamala?
 - A. How did they bring her back to The Home?
 - B. Why was she contented now?
19. Where did Rama go?
20. Why did Mohandas have to leave the orphanage?
 - A. What happened to Kamala when he left?
 - B. How did he feel when he came back to visit?

Summary:

1. Why did Mohandas feel like their brother? How did he compare their life to being an orphan?
2. How does Mohandas describe the wolf-girls as neither beast nor human? Compare the physical differences of the wolfgirls and the children. How does he compare their blue eyes to that of the beasts in the jungle?
3. Why was Mohandas ashamed for all of them? How was this an ugly miracle? Why didn't the children welcome the wolfgirls who were brought to civilization against their will?
4. How does Mohandas feel abandoned and powerless to stop it?
5. Compare this book to "Au Revoir Les Enfants."

Lesson Plan for Pocahontas, Indian Princess, by P.Adams Gr. 5

Objectives: The student should be able to:

- Recognize that each of us has traits and attributes in which he/she takes pride.
- Identify the sources from which he/she has learned values.
- Define and explain the term "prejudice."
- Analyze how prejudice and discrimination may lead to genocide.
- Analyze why people and nations act as the following: bully and his/her gang, rescuer, hero, and silent bystander.
- Define different types or forms of resistance that may occur in various situations.
- Demonstrate an understanding that each of us is faced with many choices and the difficulty in making choices.

Materials: Book, The Story of Pocahontas, Indian Princess
by Patricia Adams

Activities: Have the students read the book and discuss.

Discussion Questions:

1. Where did Pocahontas live?
What is the name of the village?
2. What does the name Pocahontas mean?
 - A. What is her secret tribal name?
 - B. Describe Pocahontas.
 - C. What kinds of games did Pocahontas and her friend play?
 - D. How old was she?
3. Who is Pocahontas' father?
 - A. What was the relationship of Pocahontas and the Chief?
 - B. How was the Chief Powhatan honored by his tribe?
4. Why did the Chief call a Council meeting?
 - A. Who attended this meeting?
 - B. What decisions were made at this meeting?
 - C. Who was sent to meet with the white man?
 - D. What are floating Islands?
5. What were the intentions of the White Man towards the Indians?
 - A. Where did they come from?
 - B. What was the name of their Company?
 - C. Who was the acting President? Was he liked?
6. What was the name of the fort and settlement they built?
 - A. What illness infected them?
 - B. How many people died?
7. Who was the man that didn't mind hardship?
 - A. How did he feel about Virginia and the Land?
 - B. What did he do with his Journals?
8. What was Captain Smith's task in going to the Indians?
 - A. What was his technique for dealing with Indians?
 - B. Where did the Indians take Smith? How did he feel?
9. What did the Indians think of Captain Smith?
 - A. What happened when Captain Smith was brought to the Lodge of Chief Powhatan?
 - B. What questions did the Chief ask of Smith?
10. What did the Chief decide to do with Smith?

- A. Why did Pocahontas intervene?
- B. What did she do to save Smith's life?
- C. What would be Smith's role in the tribe and village?
- 11. What happened when Captain Smith returned to Jamestown?
 - A. How were the Indians tricked?
- 12. What did the Chief want from the Captain?
 - A. What agreement was reached?
- 13. How did Pocahontas help Smith survive the winter?
 - A. What was his relationship with the Chief?
 - B. How did Pocahontas make peace?
- 14. What were Captain John Smith's plans after he became President of Jamestown?
- 15. Why did Captain Newport want to crown the Chief?
 - A. What were the Chief's demands?
 - B. Why did the Indians refuse to trade for food? Why?
- 16. Where did the Chief take Pocahontas?
 - A. What was the Chief's plan?
 - B. How did she save Captain Smith's life?
 - C. Why was Pocahontas forbidden to visit the white man?
- 17. Why did the Indians believe that Captain Smith had magical powers?
 - A. Why did Captain Smith return to England?
 - B. What happened to the colony without Smith's leadership?
- 18. Where was Pocahontas living?
 - A. Who came to invite her to visit Jamestown?
 - B. What were impressions of the white man?
 - C. How was she betrayed by her people?
- 19. What was Jamestown like now?
 - A. What were the Laws of Blood?
- 20. Where was she sent to live?
 - A. What did she study there?
- 21. Who did she marry?
 - A. What was her son's name?
 - B. What did this marriage do for both nations?
- 22. Where did she go to live?
 - A. Will she ever see her father again?
 - B. What family member came with her?
- 23. Why was Pocahontas such a novelty in England?
 - A. How was she greeted by the King and Queen?
 - B. How was Pocahontas feeling?
 - C. What was her English name?
- 24. Describe her reunion with John Smith.
- 25. How did the English people respond to her death?

Summary:

- 1. Invite a Native American Indian to speak to your class.
- 2. How was Pocahontas a peacemaker and ambassador of goodwill?
- 3. See the Movie, "Dancing with Wolves," and discuss.

Lesson Plan for "Set Straight on Bullies," Gr. 5 & 6

Objectives: The Student should be able to:

- Identify physical characteristics of themselves and others.
- Understand the effects of our words and actions on others.
- Recognize and accept that each person is responsible for his/her behavior.
- Analyze why people and nations act as the following: bully and his/her gang, rescuer, hero, and silent bystander.
- Analyze reasons why individuals and groups act in certain ways.
- Demonstrate an understanding that each of us is faced with many choices and the difficulty in making choices.
- Understand that choices have consequences for the individual and for the group.

Materials: Video, "Set Straight on Bullies."

Activities: View and discuss this video.

Discussion Questions:

1. What happened in the Shop class?
 - A. Why did Troy push Rod?
 - B. What did Rod call Troy? How was Rod teasing Troy?
2. Why is Troy being blamed for the Shop class accident?
How does Troy feel about what happened to Rod?
3. What does Troy's mother reveal about Troy's behavior and attitude since they moved to this neighborhood?
4. How does the anonymous student questionnaire about their feelings regarding bullies in their school reveal the attitude of fear in the school to the parents?
5. How do the teachers propose taking charge of the problem?
6. What are the 3 R's or a formula to Set Straight on the bullies?

Summary:

1. Write a short story to describe a bully that you know.
 - A. How did you feel when you were the victim or being bullied?
 - B. How do you feel when you meet a bully?
2. What can teachers, parents, and students do to confront the issue of victimization by bullies?
3. See the video, "The Red Balloon," by Albert Lamorisse. Discuss the way the bullies treated Pascal and his Red Balloon. How did he feel?

Lesson Plan for I Never Saw Another Butterfly by H.Volavkova

Objectives: The Student should be able to:

- Recognize that each of us has traits and attributes in which we take pride.
- Demonstrate an understanding that each of us is faced with many choices and the difficulty in making choices.
- Understand that choices have consequences for the individual and for the group.

Materials: Video or Book of poems and pictures from
"I Never Saw Another Butterfly," by Hana Volavkova

Activity: Read book and discuss three poems.

I. Discussion questions for the poem, "The Butterfly," by Pavel Friedman (4-4-42)

- A. What are the symbols of beauty and freedom in this poem?
- B. Why don't butterflies live in the Ghetto anymore?

Summary:

- A. Write your own poem to express your feelings about the butterfly.
- B. Illustrate or design your own Butterfly.

II. Discussion questions for the poem, "Homesick," Anonymous, 9-11-1943

- A. Who are the people in your family?
- B. How do you feel about them?
- C. How would you feel if someone took you away from your family and told you that you couldn't live with them anymore?
- D. What would you do?

Summary:

- A. Write a short story about the importance of your family and how you feel about them.
- B. Make an illustration of your family.

III. Discussion questions for the poem, "On A Sunny Evening" Anonymous, 1944.

- A. What is your favorite activity or game?
How often do you do this activity?
- B. How would you feel if you were told that you could no longer do these activities or play these games?
- C. How is nature a symbol of freedom in this poem?

HOMESICK - 1943 Anonymous

I've lived in the ghetto here more than a year,
In Terezin, in the black town now,
And when I remember my old home so dear,
I can love it more than I did, somehow.

Ah, home, home,
Why did they tear me away?
Here the weak die easy as a feather
And when they die, they die forever.

I'd like to go back home again,
It makes me think of sweet spring flowers.
Before, when I used to live at home,
It never seemed so dear and fair.

I remember now those golden days...
But maybe I'll be going there soon again.

People walk along the street,
You see at once on each you meet
That there's a ghetto here,
A place of evil and of fear.
There's little to eat and much to want,
Where bit by bit, it's horror to live.
But no one must give up
The world turns and times change.

Yet we all hope the time will come
When we'll go home again.
Now I know how dear it is
And often I remember it.

ON A SUNNY EVENING - 1944 Anonymous

On a purple, sun-shot evening
Under wide-flowering chestnut trees
Upon the threshold full of dust
Yesterday, today, the days are all like these.

Trees flower forth in beauty,
Lovely too their very wood all gnarled and old
That I am half afraid to peer
Into their crowns of green and gold.

The sun has made a veil of gold
So lovely that my body aches
Above, the heavens shriek with blue
Convinced I've smiled by some mistake
The world's abloom and seems to smile.
I want to fly but where, how high?
If in barbed wire, things can bloom
Why couldn't I? I will not die!

THE BUTTERFLY

The last, the very last,
So richly, brightly, dazzlingly yellow.
Perhaps if the sun's tears would sing
against a white stone ...

Such, such a yellow
Is carried lightly 'way up high.
It went away I'm sure because it wished to
kiss the world goodbye.

For seven weeks I've lived in here,
Penned up inside this ghetto
But I have found my people here.
The dandelions call to me
And the white chestnut candles in the court.
Only I never saw another butterfly.

That butterfly was the last one
Butterflies don't live in here,
In the ghetto.

Pavel Friedmann 4.6. 1942

F E A R

Today the ghetto knows a different fear,
Close in its grip, Death wields an icy scythe.
An evil sickness spreads a terror in its wake,
The victims of its shadow weep and writhe.

Today a father's heartbeat tells his fright
And mothers bend their heads into their hands.
Now children choke and die with typhus here,
A bitter tax is taken from their bands,

My heart still beats inside my breast
While friends depart for other worlds.
Perhaps it's better - who can say?
Than watching this, to die today?

No, no, my God, we want to live!
Not watch our numbers melt away.
We want to have a better world,
We want to work - we must not die!

Eva Pickova, 12 years old, Nymburk

Lesson Plan for Nightmare: The Immigration of Joachim and Rachel (ADL)

Grades 5-6

Objectives: The student should be able to:

- Identify more closely with the events through two children about their age.
- Develop an awareness of Holocaust themes:
 1. Myth of resettlement.
 2. Difficulty of communication and ghetto conditions.
 3. Jewish resistance.
 4. Polish underground

Materials:

Film: Nightmare: The Immigration of Joachim and Rachel 23 min./color/16mm
Rental or Purchase Number HRF-697 or HPF-697

A few quotations from authoritative sources on facts.

Five important terms to define. List of comprehension questions for each segment.

Activities: Show film, stopping after each segment to allow for student questions, to ask comprehension questions, and to read relevant quoted facts. Show film straight through only to students who have had previous historical and social studies background.

Summary:

Have student list the four themes and under each write examples from the film and facts.

Follow Up: Discuss or write additional questions or concerns the film raised.

Define before viewing film:

1. Nazi - *Point out that not all were Germans; some were Austrians, for example.*
2. Aryan - *Teutonic or Nordic peoples, designation based on racist myth.*
3. Resettlement and deportation - *See Meltzer.*
4. Ghetto - *See Stadtler's and Meltzer's books.*
5. "Final Solution" - *This was a top secret decision. Those to be murdered completely were Jews; similarly, gypsies, asocials, and many more non-Jewish political enemies were marked for murder. (Hilberg, p. 268.)*

Sources for quotations: (These are also good teacher background resources.)

Dawidowicz, Lucy S., The War Against the Jews 1933-1945, New York, Bantam Books, 1975.

Dimont, Max I., Jews, God and History, New York, New American Library, 1963

Hilberg, Raul, The Destruction of European Jews, New York, Holmes and Meier Publishers, Inc., 1985

Meltzer, Milton, Never Forget, New York, Dell., 1976

Proch, Franciszek J., Poland's Way of the Cross 1939-1945, New York, Polstar Publishing Corp., 1988 copy.

Stadtler, Bea, The Holocaust: A History of Courage and Resistance, New York, Behrman House Inc., 1973.

Nightmare: The Immigration of Joachim and Rachel
Comprehension Questions Carol Bednarek D'Alessandro

1. Why is one part of the movie black and white, and the other color?
2. Where are Joachim and Rachel in the present?
3. Where did they live before? *Show map and location of Poland in relation to U.S. Poland is about the size of Texas. This is important so the student has an idea of the scope of the escape.*
4. How did the parents prepare them for the time the Nazis would come to take them away?
5. Describe how you would feel if you had to stay in hiding while your parents were being taken away?
6. Would you stay in hiding? What might happen to you and them if you came out?
7. Why didn't the parents want the children to be taken away with them? *"Resettlement for work in the East was the fundamental lie used to deceive the Jews." (Dawidowicz, p. 139).*
8. What was life like in the ghetto? *Crowded, full of disease, very little food, restricted to stay in area under penalty of death, synagogues burned.*
9. How do Joachim and Rachel survive in the ghetto after their parents are taken?
10. How would feel if you couldn't go out of your town? What would you miss?
11. Who is the man in the building during the shooting? *Jewish resistance fighter.*
12. What does he tell the children to do? *Polish Underground (non-Jews) sometimes helped.*
13. What historical event is going on there? *Warsaw Ghetto Uprising 1943. "Through ingenuity, bribery, and raids the Jews had built a small stock pile of arms -- (machine guns, rifles) ... for three days the battle raged. In the end it was not the Jews but the Nazis who were forced to retreat. The Jews feverishly prepared for the ... counterattack, converting cellars into bunkers, mining the streets, and establishing a maze of connecting passages through the sewers. They expected to hold out a week at most... The Jews resisted for six weeks." (Dimont, p. 384)*
14. How do Joachim and Rachel try to escape outside the ghetto?
15. Where are they sent when they are captured?
16. What are they told on the train about resettlement?
17. How do the people get information about resettlement? *Those very few who escaped, spies, and in the beginning, mail and some telephone. (Hilberg)*
18. Why aren't people sure about resettlement? *No T.V. yet. Radios and phones confiscated. "The penalty for possession of a radio was death." (Dawidowicz, p. 269).*
19. Why don't people on the train want Joachim and Rachel to jump off? *People's disbelief of death camps, even when told by those who escaped.*
20. What might the two children have nightmares about for the rest of their lives? - *Parents: Their missing them, their helplessness to do anything, wondering if they suffered before they died. - Hunger and thirst. - Sewer and rats. - Fear of being captured. - Loneliness. - Jumping off speeding train and getting hurt.*

Books

Adams, Patricia, The Story of Pocahontas, Indian Princess.

A Yearling Book. Dell Publishing. New York. 1987

When Pocahontas was 11 years old, the Englishmen came to settle in Jamestown. At first her father, Chief Powhatan welcomed "the visitors." However, there was tension when the visitors didn't leave his tribe's territory. Pocahontas befriends the settler John Smith and helps him and other white men by bringing them food when they were starving; and helping them flee when they were in danger. Pocahontas marries a white man, John Rolfe, and goes with him to live in England. She is honored by the King and Queen. Pocahontas was a young Indian Princess who was a peacemaker and ambassador of good will.

Bernbaum, Israel. I Am A Star Child of the Holocaust.

Prentice-Hall Books, A division of Simon and Schuster, Inc., New York, 1986.

An autobiography of a child survivor of Terezin Concentration Camp.

Berry, James, Ajeemah and his Son.

Harper-Collins. N.Y. 1992.

Ajeemah and his son, Atu, were kidnapped in Africa by slave traders who brought them against their will on a slave ship to the USA. They were unable to communicate with their family although they always dreamt about escaping and returning to their family in Africa. Father and Son are separated and never see each other again as they have to adjust to the horrors of slave life. Atu was killed and Ajeemah has a psychic reaction at the time of Atu's burial. Ajeemah does remarry Bella and has a child, Sisi, who gets married. On her wedding day, Ajeemah gives Sisi the gold pieces that were meant for Atu's wedding dowry before they were captured.

Hoffman, Judy. Joseph and Me In The Days of The Holocaust.

KTAV Publishing House, Inc., New York, 1979.

The lives of a brother and sister who are sent to live with Christian Dutch families during the Holocaust; expresses family separation, loneliness, and fear.

I Have the Power. (cassette and book) Self-Dimensions, Texas, 1983.

Kerr, Judith. When Hitler Stole the Pink Rabbit. Coward McCann and Geohegan, New York, 1971.

Judith Kerr was born in Berlin. In 1933, Judith was 9 years old when her family left Germany to escape the Nazis.

Roseman, Kenneth. Escape From the Holocaust.

Union of American Hebrew Congregations. New York, 1985.

By making choices, the readers become personally involved in the difficulty of survival. Each story has a different ending.

Stadtler, Bea. The Holocaust: A History of Courage and Resistance.

Behrman House, Inc., New York 1974.

A good text for students to learn about the history of the Holocaust.

Steinhorn, Harriet. Shadows of the Holocaust, Plays, Readings and Program Resources.

Kar-Ben Copies, Rockville, Maryland, 1983.

These plays, readings, and songs are based on the life experiences of the author. They are appropriate for assemblies or services.

Toll, Nelly S. Behind the Secret Window: A Memoir of a Hidden Childhood
Dial Books, New York, 1993

Nelly Toll recounts the details of her family life in Lwow, Poland before WWII and her experiences of her 18 months in hiding, with her mother. Illustrated by 29 colorful watercolor paintings she created in hiding.

Volavkova, Hana, Ed. I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp. 1942-1944.

The drawings, paintings, and poems that were left by some of the 15,000 children who passed through the Terezin Concentration Camp between 1942 to 1944. This record of human misery, fear, starvation, also depicts courage and optimism, as well.

Yolan, Jane. Children of the Wolf. Viking Press, N.Y. 1984.

Children of the Wolf are human young girls who are raised by wolves in India. They are captured and brought to an orphanage where they hopefully will become humanized in captivity. Although Mohandas was assigned to tame the wolf-girls, he actually befriends the girls. However, they do not adapt to their captivity and are bullied and teased by the other children of the orphanage. Mohandas stands alone as he tries to defend and protect the wolf children.

Audiovisual Materials

Conspiracy of Hearts. (173 minutes, black-and-white film). Jewish Media Service, New York.

Jewish children escape from a detention camp in Italy in 1943 through the aid of nuns in a convent.

Project Me. Bowmar-Noble, California, 1974

Set of 8 filmstrips and cassettes on the causes and effects of behavior.

Them and Us. (filmstrip and guide). (From the series Understanding Prejudice)

Anti-Defamation League of B'nai B'rith, New York
Making friends with the "foreigner."

"They Think That Prejudice Is Foul Play." Sports Poster Set. Anti-Defamation League of B'nai B'rith, New York, 1985.

Houston, Whitney. "Greatest Love of All." Album Whitney Houston, Arista Records, Producer Michael Masser, 1985.

"Carefully Taught." South Pacific. RCA/Arioca International, New York, 1958.

Video:

Set Straight on Bullies. National School Safety Center. 16830 Ventura Blvd. Suite 200, Encino, Ca. 91436.

This video explores all the sides of today's bullying problem: from the bully, Rod, to the victim, Troy, to the parents of both, as well as the community and the educational system. This problem is shown through the painful eyes of the young victim, Rod, who brings to light the damaging effect that bullying has on all who are involved physically and the psychological damage that can last a lifetime.

GRADES 7-8 CHOOSING TO MAKE A BETTER WORLD

Goal: Individual choices and actions influence group attitudes and behavior; the group influences the individual's behavior.

OBJECTIVES

The student should be able to:

Recognize various types of human behavior:

- Positive

- Negative

- Bystander

Understand that behavior reflects individual choices and decisions.

INSTRUCTIONAL ACTIVITIES

Listen to song and discuss.

Read and discuss action of righteous gentile during the Holocaust.

Activity 5:

"Believing 'They' Are All Alike is Stereotyping"

Activity 8:

"Acting Out Prejudice is Discrimination"

Activity 10 and 11: "The Case of the People with Green Hair, Part I & II"

Activity 12 to 16: Helps student identify racism, scapegoating, prejudice and the Nazis, and extremist groups.

Read novel and discuss or write reaction. See Lift Teacher's Guide

Case study with discussion questions. Use only "Heidi's Dilemma."

Listen to song while reading lyrics. Discuss. For lyrics see Appendix of Readings.

Activity 12: "America Was Founded on Respect for Differences." Why did people choose to come to the U.S.? Divide students into groups of 2 and research according to time periods.

Follow Up: Have student report findings to class.

INSTRUCTIONAL MATERIALS

Song: "That's What Friends Are For" - Dionne Warwick

With Raoul Wallenberg in Budapest: Memories of the War Years in Hungary - Per Anger

Being Fair and Being Free - Activities pamphlet. *Anti-Defamation League (ADL) of B'nai B'rith. Hereafter referred to as "BFBF"*

Friederich - Hans Peter Richter

"Heidi's Dilemma" from The Bystander's Dilemma - Louise Jacobsen and Mary Furlong

Song: "Sounds of Silence" Simon and Garfunkel

BFBF

GRADES 7-8 CHOOSING TO MAKE A BETTER WORLD

OBJECTIVES

INSTRUCTIONAL ACTIVITIES

INSTRUCTIONAL MATERIALS

Understand that behavior reflects individual choices and decisions.

Section 2, 10, 11, 12 use lesson plans, dittoes, transparencies.

Read and discuss short stories about the will to survive which often meant resistance.

Read and discuss these true stories about people who resisted the Nazis.

Present the play about escape.

Have student choose one of the short diaries from the recommended list and write and/or orally report in the first person. Guide also suggests ways to use in literature, history, etc.

See Sample Lesson Plan.

Evaluate the role of personal values in making choices and decisions.

View movie and discuss.
The film fits many of the grades 7-8 objectives.

View filmstrip with cassettes, and use plays.

Read and discuss book about German student movement against Hitler.

View filmstrip.

Critical Thinking Scholastic Social Studies Skills

Escape or Die: True Stories of Young People Who Survived the Holocaust - Friedman

They Fought Back - Yuri Suhl

"The Escape" by Harriet Steinhorn

Holocaust Classroom Library: Teenage Experiences in Nazi Europe - 8 paperbacks

The Island on Bird Street - Orlev

Miracle at Moreaux - Atlantis Films Ltd. Telefilm Canada in association with WQED-TV Pittsburgh, PA. A nun, Catholic students, and a Nazi soldier grapple with many decisions before deciding to attempt saving three Jewish children in Nazi-occupied France.

AGS Transition: Increasing Awareness of Values

White Rose (ADL)

Resistance (ADL)

GRADES 7-8 CHOOSING TO MAKE A BETTER WORLD

OBJECTIVES

Understand the impact of group dynamics on individual choices and actions.

INSTRUCTIONAL ACTIVITIES

Activity 2:

"Our Nation Believes in Fairness to All Kinds of People." Have student examine values that caused people to choose to come to the U.S.

Activity 3:

"Fairness in our Laws Is Important." Have student examine values behind changed laws.

Activity 17:

"Our Common Beliefs as Americans Protect All of Us"

See Appendix for selections recommended for grades 7-8. Readings and discussion questions from multiethnic sources.

Activity 1:

"Each of Us Is a Part of Many Groups"

Activity 6:

"Unfairness Is Possible When People Are Thought of in Groups"

Activity 7:

"When We Think 'We' Are Better Than 'They', We Can Be Unfair"

Listen to song and comment on lyrics.

Have students identify specific propaganda techniques.

View film showing seduction of youth into the Nazi movement. Discuss the methods of mind control and brain washing. See Sample Lesson Plan

Read relevant sections and discuss the historical background.

INSTRUCTIONAL MATERIALS

Being Fair and Being Free (ADL)

A Collection of Prose and Poetry on the Theme of Values ed. Michael Spring Scholastic Inc.

Being Fair and Being Free (ADL)

Song: "Pressure" Billy Joel

Propaganda Kit (ADL) Practical game kit

Blood and Honor

The Night of Broken Glass Gerald Green

Never to Forget Milton Meltzer
Smoke and Ashes: Story of Holocaust by Barbara Rogasky

GRADES 7-8 CHOOSING TO MAKE A BETTER WORLD

OBJECTIVES

Understand the importance of moral responsibility in making choices.

Recognize one can make a difference through individual choice and actions.

Understand the consequences of certain choices of human pain and human destruction.

INSTRUCTIONAL ACTIVITIES

View movie and discuss the kinds of courage displayed by the righteous gentiles.

Book, cassette tapes and discussion questions are included, about moral dilemmas of human behavior. See Sample Lesson Plan

Have students read entire autobiography. Historical background is very helpful.

Activity 18:

"What Can You Do In Your Home and School?"

Activity 19:

"What Can You Do In Your Community?"

Activity 20:

"What Can You Do As An American?"

Listen to song and discuss the importance of change beginning with ourselves.

View film or read the book. Discuss how two thirteen year old girls in Austria, one Jewish and one whose parents are Nazi Party officials, become friends. The strains on their unusual friendship forces them to make choices. See Sample Lesson Plan.

Read and discuss the courage Hannah shows while trying to rescue others in Hungary.

View filmstrip and discuss how the author uses family photographs to tell the story of her family's attempt to escape from Nazi Germany.

INSTRUCTIONAL MATERIALS

Courage to Care (ADL)

Rescue: The Story of How Gentiles Saved Jews in the Holocaust Milton Meltzer

The Holocaust, A Study in Values - Raymond Zwerind

I Am A Star: Child of the Holocaust - Inge Auerbacher

The Hidden Children - Howard Greenfeld

Being Fair and Being Free (ADL)

Song; "I'm Startin' With the Man in the Mirror", - Michael Jackson

A Friendship in Vienna based on the book, *The Devil in Vienna* - Doris Orgel

Au Revoir Les Enfants - Louis Malle

Hannah Senesh: Her Life and Diary

The Camera of My Family (ADL)

GRADES 7-8 CHOOSING TO MAKE A BETTER WORLD

OBJECTIVES

INSTRUCTIONAL ACTIVITIES

View film. Use material in teacher's manual.

A 20 poster set giving historical overview of the Holocaust.

Have a Survivor or Liberator come to class or see a video.

Have students create art work to be put on tiles for a Children's Wall of Remembrance at the museum in Washington, D.C.

Ready-made materials for bulletin board.

Use "Questions on the Holocaust", an excellent resource for a review and/or testing.

Read and discuss personal account (See Sample Lesson) and compare to Diary of Anne Frank

Read and discuss the effects on a family forced into hiding from the Nazis. What are the many problems that the families in hiding faced? How did this situation change them? What were the problems that Miep Gies faced in hiding them and protecting them?

INSTRUCTIONAL MATERIALS

Through Our Eyes (ADL)

ADL Poster Series: "The Holocaust 1933-1945." Yad Vashem Poster Series

Speaker Bureau and/or Living Witness Series from Watchung High School AV Center

The Wall of Remembrance: Teaching Guide Committee to Remember the Children and U.S. Holocaust Memorial Council

Holocaust Bulletin Board: The Sho'ah Baltimore Board of Jewish Education

Simon Wiesenthal Center for Holocaust Studies, Los Angeles, California

Zlata's Diary by Zlata Filipovic

Anne Frank: the Diary of a Young Girl by Anne Frank

There are many resources available relating to Anne Frank, her diary, and the people she knew. Consult Social Studies School Service Catalog for resource.

Lesson Plan for The Island on Bird Street, Grades 7-8

Objectives: The student should be able to:

- Evaluate the role of personal values in making choices and decisions.
- Understand the impact of group dynamics on individual choices and actions.
- Understand the importance of moral responsibility in making choices.
- Recognize one can make a difference through individual choices and actions.
- Understand the consequences of certain choices of human pain and human destruction.

Materials:

Book: The Island on Bird Street by Uri Orlev, Boston, Mass., Houghton Mifflin Co., 1983.

Book: Through Our Eyes by L. Tatelbaum, I.B.T. Publishing, Inc., Chicago, 1985.

Book: The Holocaust: A History of Courage and Resistance by Bea Stadtler, New York, Behrman House, 1973, Chpts. 7, 8 and 10.

Activities: Read the book, The Island on Bird Street.

Discussion questions:

1. Where does the story take place?
2. What happened to Alex's mother?
3. Where did Alex's father work?
4. What did Alex's father teach Alex about survival?
5. Describe the hiding place that Alex's father prepares.
6. What is the promise that Alex must keep to his father?
7. How does Alex find food and clothing?
8. Describe Alex's pet that keeps him company.
9. Why did Alex have to go to the Polish neighborhood?
10. Where is there an uprising?
11. Who is Bolek? How did he help Alex?
12. Why is Stashya so important to Alex?
13. Did Alex's father keep his promise?

Summary:

Can you describe a courageous person? When did you or someone you know show unusual courage? How was Alex able to remain alive?

Write an essay that describes Alex's character and courage. Draw Alex's hiding places.

Follow-Up:

Read another diary about the Warsaw Ghetto: The Cigarette Sellers of Three Crosses Square by Joseph Ziemann, Lerner Publishing Co. (Available from ADL)

View the video or read Through Our Eyes by L. Tatelbaum.

Invite a Survivor to speak about their experience in the Warsaw ghetto.

Lesson Plan for The Devil in Vienna, Grades 7-8

Objectives: The student should be able to:

- Evaluate the role of personal values in making choices and decisions.
- Understand the impact of group dynamics on individual choices and actions.
- Understand the importance of moral responsibility in making choices.
- Recognize one can make a difference through individual choices and actions.
- Understand the consequences of certain choices of human pain and human destruction.

Materials:

Book: The Devil in Vienna by Doris Orgel, New York: Dell, 1978.

Video: A Friendship in Vienna a Disney Channel Premier Film.

Book: The Holocaust: A History of Courage and Resistance by Bea Stadtler, Chapters 1-3 for historical background.

Introduction:

Create a class list of qualities that describe a "Best Friend."

Write an essay about your Best Friend, who helped you in a time of danger or when you really seriously needed help.

Activities: Read the book or see the video.

Discussion questions:

1. How did Inge and Lise become best friends?
2. What happened in Austria in 1939 that changed the entire country?
3. Describe how Inge's world changed so drastically.
4. What was happening in Lise's family that made it difficult for the girls to remain best friends?
5. Describe how their friendship was so unusual at that time.
6. How does Lise help Inge's family escape?
7. What did Inge's Treasure Chest symbolize?

Summary:

Lise makes a choice to help her friend, Inge, and Inge's family.

What were the consequences of Lise's behavior?

What were the key factors in making this decision?

Follow-Up:

Read other stories about Kristallnacht experiences: Richter, Hans Peter, Friedrich, New York: Dell, 1978.

Invite a survivor of Kristallnacht to give testimony.

See the Lesson Plan about Au Revoir les Enfants. Compare the friendship of Julien and Jean to Lise and Inge.

Lesson Plan for Au Revoir Les Enfants, Grades 7-8

Objectives: The student should be able to:

- Evaluate the role of personal values in making choices and decisions.
- Understand the impact of group dynamics on individual choices and actions.
- Understand the importance of moral responsibility in making choices.
- Recognize one can make a difference through individual choices and actions.
- Understand the consequences of certain choices of human pain and human destruction.

Materials: Available from Social Studies School Service, Culver City, CA

Book: Au Revoir Les Enfants by Louis Malle.

Video: Au Revoir Les Enfants by Louis Malle, Orion, 1987.

Book: Lest Innocent Blood Be Shed: the Story of the Village of Les Chambon and How Goodness Happened There by Philip Hallie.

Introduction:

Create a class list of qualities that describe a "Best Friend"

Write an essay about your Best Friend, who helped you in a time of danger or when you really seriously needed help.

Activities: Read the book or see the video.

Discussion questions:

1. How was Jean treated when he arrived at the Boarding School?
2. Describe Jean and how he felt being in the school.
3. Can you describe Julien and his position in the class?
4. How did they become Best Friends?
5. Describe the scene in the Restaurant. What was an example of prejudicial behavior? How did Julien's family react?
6. What was the secret that both Jean and Julien shared?
7. Who revealed the secret? Why did Joseph inform the S.S.?
8. How would you describe Father Jean? What happened to him and the others?

Follow-Up:

Read other stories about the French Resistance.

Invite a survivor from France to give testimony.

See the Sample Lesson Plan about The Devil in Vienna. Compare the friendship of Julien and Jean to Lise and Inge.

Read other books about the Righteous Ones; Raoul Wallenberg, Miep Gies, Oskar Schindler, and others.

**Lesson Plan for Rescue The Story of How Gentiles Saved
Jews in the Holocaust by Milton Meltzer Gr. 7**

Objectives: The student should be able to:

- Recognize various types of human behavior: positive, negative, and bystander.
- Understand that behavior reflects individual choices and decisions.
- Evaluate the role of personal values in making choices and decisions.
- Explain why the term "Holocaust" has been applied to the genocide carried out against the Jews during WW II.
- Analyze why people and nations act as the following: perpetrator, collaborator, bystander, righteous people, rescuer, and heroes.
- Evaluate the impact of the Holocaust on our lives today.
- Understand the consequences of certain choices in terms of human pain and human destruction.

Material: Book, Rescue The Story of How Gentiles Saved Jews in the Holocaust by Milton Meltzer

Activities: Have students read the book or certain stories of rescue and discuss what made some people righteous.

Discussion questions:

1. Who was the Countess Marushka? How did she help to save Jews in Berlin? What was her relationship to Hans?
2. How did Carola Sapetowa of Cracow, Poland, save the Hockheisers' sisters?
 - A. How did Juliana Larish use the profits of a meat supply business in Warsaw to help Jews in hiding?
 - B. How did Pero, a clerk in a Warsaw hotel, save two Jewish women?
3. The Greek Orthodox Archbishop of Lvov, Andrew Sheptitsky hid Jews in his Church. How did he convince the Nazis?
 - A. How did the Ukrainian peasant, Mishko Kormilo save Jews in the loft of his shed?
 - B. How did Alexander Kryvoiaza employ 58 Jews in his factory and hide them during the anti-Jewish raids?
4. Jews were saved in other countries: Lithuania, Latvia, and in Estonia.
 - A. What role did Anna Simaite play in the Vilna Ghetto?
5. How did Oskar Schindler save 1,200 Jews in Plaszow?
6. Can you describe the miracle of Le Chambon in France?
 - A. Why did Madame Marie help?
 - B. What did Andre Trocme do that made him behave in a righteous way?
7. Why is Denmark considered a Nation of Rescuers?
 - A. What did Erling Kiaer do to help save the Jews?
8. Why was Raoul Wallenberg of Sweden considered to be a hero among Jews?
9. How did the Italians hide the Jews?
 - A. Why did Father Rurino Niccacci of Assisi become recognized as the "Father Guardian of the Jews."
10. How did the people of the Low Countries, Holland and Belgium, assist their Jews?
 - A. How did Anne Frank and her family survive?
 - B. What did Joop and Will Westerweel do to help Jews?
 - C. How did King Leopold and his mother, Queen Elizabeth use their power to save the Jews of Belgium?

Summary:

View the movies: "Courage to Care," "Weapons of the Spirit" "Schindler's List," "Missing Hero: Raoul Wallenberg," "The Assisi Underground," "Avenue of the Just," "Righteous Enemy"

and discuss the following questions:

- 1. How would you describe the qualities of a righteous person?**
- 2. Why is Avenue of the Righteous at Yad Vashem so important?**
- 3. How did the heroes and heroines that were rescuers make the right choices not to be passive or silent in the face of evil?**

Lesson Plan for "The Night of Broken Glass" (Grades 7-8)

Objectives:

The Student Should Be Able to:

Understand the impact of group dynamics on individual choices and actions.

Understand the consequences of certain choices are human pain and human destruction.

Materials needs:

Reading, "The Night of Broken Glass," by Gerald Green from Holocaust. New York Bantam Books, 1978.

Video, Holocaust, available from Social Studies School Service.

Show the portion of the video that matches the reading by Green.

Book: The Holocaust: A History of Courage and Resistance by Bea Stadler. Chapters 1 - 3, for historical background.

Activities:

1. Read Chapters 1-3 from The Holocaust to understand the historical background and events surrounding Kristallnacht.
2. Orally read the selection entitled, "The Night of Broken Glass."
3. Discussion questions about the reading:
 - Why did grandfather, Heinrich Palitz, think he would be saved?
 - What did Grandfather decide to do when he saw his bookstore destroyed?
 - How did Rudy's parents respond to the violence?
 - What did Rudy and Anna choose to do?
 - Does Rudy take a chance in trying to save his Grandfather?
 - What could have happened to all three of them?
 - What saved Rudy and his Grandfather?
 - What would you have done? Why?
 - What happened to the other Jews that night?

Summary:

View a short video portion of Kristallnacht from Holocaust which repeats the reading, "The Night of the Broken Glass."

Ask the students to identify and list the three types of behavior seen in the video: The Perpetrator, The Victim, The Bystander.

What choices of behavior were made?

Follow-Up Activities

1. Read eyewitness accounts from Simon Wiesenthal Center Kristallnacht guide: "A Letter By a Firefighter"
"A Personal Memoir," by Michael Bruce
2. Read other stores about Kristallnacht experiences:
 - Thalmann, Rita and Feinermann, Emmanuel, Crystal Night: 9-10 November 1938. New York: Coward, McCann & Geoghan, 1980.
 - Richter, Hans Peter, Friedrich. New York: Dell, 1973.
 - Orgel, Doris, The Devil In Vienna. New York: Dell, 1978.
 - Hoffman, Judy, Joseph and Me: In the Days of the Holocaust. Ktav, 1979.
 - Auerbacher, Inge, I Am A Star: Child of the Holocaust. New York: Prentice Hall, 1986.
3. Invite a survivor of Kristallnacht to give eye-witness testimony.

Lesson Plan for Zlata's Diary by Zlata Filipovic Gr. 7&8

Objectives: The student should be able to:

- Recognize the various types of human behavior: positive, negative, and the "neutral" bystander.
- Evaluate the role of personal values in making choices and decisions.
- Compare and contrast various types of genocide and give examples from history and the present.
- Predict whether a future genocide can occur again. Explain.
- Understand the importance of moral responsibility in making choices.
- Understand the consequences of certain choices in terms of human pain and human destruction.

Materials: Book, Zlata's Diary by Zlata Filipovic

Activities: Have students read the diary and discuss:

Discussion questions:

1. What is the name of Zlata's diary?
2. When did Zlata start writing in her diary?
 - A. What were her living conditions at that time?
 - B. How did everything change?
 - C. When did everything change?
3. What were some of Zlata's hobbies and activities?
4. When is Zlata's birthday? Why are birthday parties so important?
5. What happens when the schools close?
6. Why do they have to go to the Bomb Shelter?
 - A. What was it like to go to the Bomb Shelter?
 - B. How do Zlata and her mother respond to the bombing?
7. How did they manage without electricity and heat?
 - A. Where did they have to cook their food?
 - B. Where did they sleep to keep warm?
8. What are the feelings that Zlata expresses in the diary?
9. What happened to some of her best friends?
10. How do they occupy their time? What games do they play?
11. Where do they get their water? What happened to her father?
12. How do her parents change during this war?
13. How long was it since she saw her grandparents?
14. How do people leave? Who provides the convoy?
15. Describe their New Years celebration in 1992.
19. Who decided to publish her diary? Why can't the film crews interview Zlata and her family?
20. What happens to Zlata's bird?
21. Describe the park and the countryside. How has it changed?
22. When do Zlata and her family leave for Paris?

Summary:

Compare Zlata to Anne Frank. What happened to their childhood?

L I F T

Literature Is For Thinking

TEACHER's GUIDE

Friedrich

by Hans Peter Richter

Synopsis

Friedrich is a story of the friendship between Friedrich Schneider, a Jewish boy, and the narrator, a non-Jewish boy, as they grow up in Nazi Germany just before and during World War II. In the beginning, life is good for Friedrich and his family. However, Hitler's reign brings restrictions, hardship, and finally, persecution to the Schneiders. Through this terrible time, Friedrich's friend rejects the prejudice and hatred that ruin Friedrich's young life. But he is also forced to see the limits of his friendship and loyalty to a Jewish person in Hitler-ruled Germany.

Presenting the Lessons

The Prereading lesson is designed to introduce the story and involve the students personally in the theme. The Postreading activity expands on the theme of the book and should be used after students complete the novel. Other lessons may be presented in any sequence. However, you may choose to have students complete them after they have read the chapters indicated in the Table of Contents. Note that Lesson 9 should be completed after the students read the chapter "The Pogrom," but before they complete the book.

Introducing the Story

To help students understand the book, provide them with a brief background on Adolf Hitler, World War II, and the Holocaust. Explain that Germany was having economic problems at the time Hitler took office as leader. He promised to bring prosperity back to Germany, which made the people want to follow him. But part of his plan for recovery involved the elimination of the Jews, whom Hitler blamed as the cause of Germany's economic problems. Despite the prosperity of many Jewish people and their contributions to German life, Hitler used lies and propaganda to build an attitude of hatred toward the Jewish people. Unfortunately, Hitler's plan of elimination was carried out almost to its completion before it was stopped. *Friedrich* is an historical, fictional account of how that period of history affected two families.

Lesson 1

PREREADING

The Prereading activity asks students to imagine a situation in which they experience peer pressure when they wish to remain loyal to a new friend. The students must address their feelings about supporting an unpopular friend *and* about being accepted by their peers. This activity will help introduce the difficulties Friedrich and his friend encounter because of the rules and attitudes at the time of the story. If desired, have students share the answers and discuss them together as a class. Ask students to consider the difficulties and ethics involved in the situation posed in the activity.

Suggested Answers

1-3. Answers will vary but should reflect an understanding of the conflicts involved and the effects on individual feelings and relationships.

Lesson 2

READING COMPREHENSION/Literary Analysis

This discussion, as well as the activity, will help students understand the relationship between laws made in Germany in the 1930s and early 1940s and what happens to Friedrich. Before beginning the activity, encourage discussion about current laws and how they affect people. Class discussion may include United States laws as well as examples of repressive laws in other countries, such as those that governed blacks in South Africa.

Suggested Answers

1933 Decrees: All non-Aryan civil servants, with the exception of soldiers, are forcibly retired. Fewer Jewish children are admitted to German schools and universities. **Effects:** Friedrich's father is forced out of his job; Friedrich must leave school.

1935 Decree: *Nuremberg Laws* forbid Jews to employ Aryan servants under the age of 35. **Effects:** The cleaning lady stops working for Friedrich's family.

1938 Decrees: All Jews must carry identification cards. Jews may no longer attend plays, movies, concerts, and exhibitions. **Effects:** Friedrich is ridiculed after showing his I.D. at the swimming pool. Friedrich is run out of a movie.

1941 Decree: Every Jew in Germany must wear a star of David. **Effects:** Friedrich and his father endure public humiliation.

By Anne Frank

1. "There are a great number of organizations, such as 'The Free Netherlands,' which forge identity cards, supply money to people 'underground,' find hiding places for people, and work for young men in hiding, and it is amazing how much noble, unselfish work these people are doing, risking their own lives to help save others. Our helpers are a very good example. They have pulled us through up till now and we hope they will bring us safely to dry land. Otherwise, they will have to share the same fate as the many others who are being searched for." (1/28/44)
2. "Nice people, the Germans! To think that I was one of them too! No, Hitler took away our nationality long ago. In fact, Germans and Jews are the greatest enemies in the world." (10/9/42)
3. "The Germans ring at every front door to inquire if there are any Jews living in the house. If there are, then the whole family has to go at once. If they don't find any, they go on to the next house. No one has a chance of evading them unless one goes into hiding." (11/19/42)
4. "I clasped my 'escape bag' close to me, more because I wanted to have something to hold than with a idea of escaping, because there's nowhere we can go. If ever we come to the extremity of fleeing from here, the street would be just as dangerous as an air raid." (7/26/43)

Suggested Answers

- 1a. ALIKE: Many people help Anne and Jews she knows. Friedrich's friend and his parents risk prosecution for befriending the Schneiders and for withholding information about lamp repairing and the rabbi.
- b. DIFFERENCES: No organizations help the Schneiders.
- 2a. ALIKE: Friedrich encounters hatred from most of the people with whom he comes in contact. Even the landlord and shopkeepers who have known him for years come to hate him.
- b. DIFFERENCES: Anne feels non-Jewish Germans are enemies. Friedrich and his German friend struggle to maintain a friendship throughout the book and, in fact, are not enemies.
- 3a. ALIKE: Friedrich's father and the rabbi are taken away; Friedrich goes into hiding; Friedrich cannot tell his friend where he stays.
- b. DIFFERENCES: The excerpt does not tell what happens to Anne. When Friedrich comes out of hiding, he is killed.
- b. Anne recognizes the danger she is in; there is no way of knowing whether Friedrich has the same recognition.

Lesson 9

CRITICAL-CREATIVE THINKING/Writing

This lesson should be done after students have read the chapter "The Pogrom," but before they read the remainder of the book. Explain that a *pogrom* is an organized destruction of helpless people. Students must analyze information and make predictions. This activity also helps students think about character motivation. Friedrich's friend's action is actually out of character. The activity illustrates the fact that people's actions can be changed by other people and their surroundings.

Suggested Answers

- 1a. Friedrich's friend seems to be caught up in the frenzy of the moment. He does not consider what he is doing and why. b. He feels powerful; he feels a part of destruction" c. He feels disgusted. He feels bad because he has been as cruel as the other people who have hurt his friend Friedrich. 2. Accept any reasonable predictions, including the following: a. Friedrich finds out what his friend did, and they do not remain friends. b. Friedrich's friend realizes he is jeopardizing his and his family's safety by remaining friends with Friedrich, and they do not remain friends. c. Their friendship remains strong.

Lesson 10

SPEAKING/Writing

This activity directs students to think of special words or sayings to guide decisions they make. This activity also incorporates memorization and speaking skills. After students have delivered their speeches, ask them how a belief in their words of wisdom can affect decisions they make.

Suggested Answers

- 1-2. Sayings and speeches will vary.

Lesson 11

CRITICAL-CREATIVE THINKING/Speaking

Students are asked to think about personal possessions and loss. They must then make decision about which belongings are most useful or meaningful to them. Encourage them to think about items that have special significance, that are irreplaceable, or that would be useful for survival.

Suggested Answers

1a-e. Items will vary according to individual preferences. The lists may include: special pictures, books, musical instruments, food, money, journals, music (written or small tapes), art supplies, important mementos, salable items, necessary clothes, etc. Reasons for importance may include: sentimental or monetary value, helpfulness to pass the time in the shelter, etc.

2. Choices will differ. Help students realize there are no right or wrong answers and that they should accept each other's choices.

Lesson 12

READING COMPREHENSION/Literary Analysis

In this activity, students analyze characters' actions and statements and determine what traits they exemplify. Urge students to choose actions significant to showing a person's character.

Suggested Answers

Answers will vary.

Herr Resch-Action: He tells the Schneiders to move.

Reason: The Schneiders are Jewish. Trait: unkind, prejudiced.

Helga-Action: She leaves the bench.

Reason: The yellow benches are for Jews; she figures out that Friedrich is Jewish. Trait: kind, considerate, unprejudiced.

Herr Schneider-Action: He does not move his family out of Germany; he is willing to protect the rabbi even under stress.

Reason: He is faithful and believes his family might somehow be spared further injustice. Trait: faithful, brave, optimistic, foolhardy.

Herr Resch-Action: He delivers a fine pen to Friedrich as a Bar Mitzvah gift.

Reason: He knows Friedrich is a good person, and he understands that Jews are human beings too. Trait: understanding, kind, broadminded.

Herr Neudorf-Action: He gives the Schneiders gifts of food.

Reason: He likes the Schneiders and wants to help them. Trait: caring, loyal, unprejudiced.

Friedrich's friends' mother-Action: She helps the Schneiders retain their apartment.

Reason: She believes that although they are Jewish, they should not be forced from their home. Trait: fair, just.

Judge-Action: He tells the Schneiders to move.

Reason: The Schneiders are Jewish. Trait: unkind, prejudiced.

Lesson 13

CRITICAL-CREATIVE THINKING/Speaking

This activity helps students to internalize and relate to the feelings Friedrich and his friend must have had during the frightening time of the story. The activity can involve an entire class or a small group. Help students set the rules before Red Sweater Day. Explain that the aim of the activity is to gain an understanding of the isolation Friedrich feels, not to be cruel.

Some suggested rules are: not eating together in the cafeteria; not being allowed to take gym, art, or music class; not seeing a film; being sent to the ends of lines. Rules should include penalties for anyone who is friendly with Red Sweater students. When students are familiar with the rules, post them on a bulletin board. Then draw lots to select the Red Sweater students. Remind students to be aware of their feelings during the activity. Encourage class discussion at the end of Red Sweater Day.

Suggested Answers

- 1a-b. Responses can include embarrassment at being set apart and anger towards those who hurt him.
2. Rules will vary.
- 3a-b. Events and feelings are valid as long as they are genuine.

Lesson 14

CRITICAL-CREATIVE THINKING/Writing

This activity gives students an opportunity to apply what they have learned about the effects of a country's laws on its people. Students use their imaginations to create their own country. To help students get started on the activity, have the class brainstorm qualities of a country. For exercise 3, explain that slogans and advertisements should be concise, but interesting and informative. After students complete their advertisements, display them. Then have students vote for the country they would choose to live in. Have students discuss the reasons for their choices.

Suggested Answers

1. Descriptions may include: the unfairness of the laws, the undemocratic way in which they were enacted, the attempts of the court to enforce justice, the effective use of propaganda, the cruelty of the laws, and the force used to enforce the laws.
2. Answers will vary, but qualities of a country and its government could include: fairness, equality, order, peacefulness, freedom, flexibility, and financial and national security.
3. Slogans and advertisements will vary.

Lesson 15

WRITING/Critical-Creative Thinking

Discuss the elements of fantasy, such as whimsy, humor, idealism, and poetic justice. Let students consider and share when they think fantasizing is helpful and when it is not. Then encourage them to use their imaginations in this activity. Have students share their ideas of what Friedrich's fantasies might be.

Suggested Answers

- 1-2. Accept all reasonable fantasies.

Lesson 16

POSTREADING

The Postreading activity gives students a chance to research a subject related to the book's theme. Focusing on the theme of the loss of freedom for certain individuals and groups, students gain an empathy for those who struggle for justice and an appreciation for their own more privileged situations.

The *point of view* used in a book determines what events and opinions a reader learns about. In *Friedrich*, the story is told by Friedrich's friend, from the friend's *point of view*. Therefore, you learn about the events in Friedrich's life and the opinions from the point of view of this friend. For this activity, you will rewrite an event in the story from a different point of view.

1. Choose one event in the story.
 - a. Describe what happens to Friedrich in the situation you have chosen.
 - b. Imagine what Friedrich's thoughts are about the situation, then describe them.
2. Write about the event you have chosen from Friedrich's point of view. Imagine you are Friedrich. How do you feel?
3. What will the story be like if it is told from Friedrich's point of view? Will it be the same? Will it be different? Explain your answer.

THE ESCAPE
A One Act Play by Harriet Steinhorn

A concentration camp in Poland - January, 1943. Set both inside the barracks (with wooden bunks), and out in front of the building.

CHARACTERS:

Esther, Eva, Judith, Rachel, Sarah, Narrator, a few boys and girls as camp prisoners, two or four Nazi soldiers.

NARRATOR: *(alone on stage)* Poland - January, 1943. A concentration camp in a thick forest. It is a very cold day. 54 young girls are housed in a wooden barracks. Outside the barracks window the branches of a tall oak tree are swaying with the rhythm of a strong, gusty wind. It is getting dark. Some of the camp prisoners are returning to their barracks, after a long day of hard work in the ammunition factory. They are very tired, sad and very hungry.

(Esther, Eva, Judith, Rachel and Sarah are introduced individually by the narrator as each girl walks slowly onto the stage, head bowed. All sit down on stage floor, except Rachel. She paces the floor back and forth. The girls wear shabby clothes and a white patch with 4 or 5 bold, black numerals attached to the left side of the chest. Rags are wrapped around their legs. One of the girls wears slacks, the others wear dresses or skirts and blouses with sweaters.)

NARRATOR: The barracks is filled with tension and fear. A rumor is spreading quickly. Tomorrow the camp will be evacuated. Everyone has to leave. To where? No one knows. Rachel feels she has to make a decision soon, very soon.

JUDITH: Evacuated?

SARAH: Deported!

ESTHER: What does it mean?

EVA: Where will they take us?

JUDITH: How will we get there? Will we march in the snow? We have no boots!

ESTHER: Maybe by trucks? Or perhaps by train?

SARAH: You mean old, dirty cattle cars, don't you?

EVA: *(softly)* Will anyone make it?

RACHEL: Can't we hide?

SARAH: No, Rachel, we can't hide.

JUDITH: *(looking off somewhere)* Will I live?

(Rachel is pacing the barracks back and forth).

RACHEL: *(turning to Sarah)* Sarah, I have made a decision. I am not going with the deportation.

SARAH: *(bewildered)* What do you mean?

RACHEL: I am not leaving with you.

SARAH: What will you do?

RACHEL: I will hide here in the camp until everyone leaves.

JUDITH: But you will freeze, or starve to death.

EVA: We have no food.

RACHEL: I know a gentile family that may help me.

ESTHER: But how can they?

RACHEL: I will hide here in the camp. As soon as everyone leaves I will escape from here and find my way to the Bielski family.

SARAH: That's impossible!

EVA: Where would you hide? Besides, look at your clothes and your face!

RUTH: Everyone can see where you come from: the camp.

JUDITH: Do you know what you look like?

RACHEL: I haven't seen a mirror in a long time.

ESTHER: Look at me! Don't you think they would see right away that I am from the camp?

RACHEL: I guess so.

RUTH: I have an idea.

ALL THE GIRLS: What is it?

RUTH: Let's all give Rachel the best of everything we have, so she may have a chance to save herself.

Silence. The girls look at one another, pacing back and forth.

JUDITH: *(stopping abruptly)* What could I give her?

THE GIRLS: *(looking at Judith)* Let's see.

(The girls walk around Judith, looking at her clothes).

EVA: Her clothes are too shabby.

JUDITH: I know. *(turning to Rachel)* Here, take my comb.

(Judith hands the comb to Rachel).

RACHEL: But Judith, it's the only thing you have.

JUDITH: I do want you to have it! I wish I had more to give you.

RACHEL: Thank you, Judith.

SARAH: *(taking off her sweater)* Rachel, take my sweater. My Mother knitted it for me. It held up really well.

RACHEL: Sarah, it's the only thing you have left from your Mother.

SARAH: I know my Mother would want you to have it. At least one of us will have a chance to survive.

ESTHER: My father made these ski slacks for me. He was a tailor, you know. Lucky, I was arrested in late fall. That's why I have two pairs on. You can have one of them.

(Esther takes off one pair of slacks and gives them to Rachel, then sits on the floor).

RACHEL: *(almost in tears)* Girls, how can I ever thank you enough?

JUDITH: Live Rachel, live! - that will be the best way you can thank us.

EVA: There is another way to thank us.

RACHEL: What is it?

EVA: Live Rachel, so that when the war is over you can tell the world what life was like for us here in this death trap.

SARAH: Rachel, you'd better hurry. They will call us out for roll call any minute. You won't have time to hide.

RACHEL: I am not saying good-bye, I will say "Lehitra'ot," till I see you again!

(Rachel leaves the stage.)

EVA: I wonder where Rachel will hide from the Nazis.

JUDITH: It's better we don't know her hiding place. Then they cannot make us betray her, no matter how cruel their torture is.

ESTHER: I am scared they will find her. Every time anyone has tried to escape, she was caught and executed.

SARAH: Don't be so pessimistic. There is always a first time. Besides, Rachel knows these woods very well.

EVA: That's right. This camp is near her home town. Rachel told me that before the war her family used to hike to this forest for picnics in the summer.

ESTHER: Just the same, I am afraid for her. The Nazis will search every inch of this camp after they count us and find one of us is missing.

SARAH: I will say: there is always a chance. Rachel will escape! I believe that. All of us must believe it.

EVA: At least one of us must survive. Please, God, let Rachel succeed! Let her be safe!

A Nazi soldier bangs on the barrack door with a whip.

SOLDIER: Raus, Juden, Raus! Roll call! Come out you Jews!

The frightened girls glance at one another and then at the room, which was their home for eternity, so it seems. Slowly they walk out of the barracks. Other boys and girls (camp inmates) join them. Esther remains sitting on the floor, her head low, resting in her cupped hands. Sarah comes toward Esther and gently tugs at her arm.

SARAH: *(softly)* Come Esther!

ESTHER: I want to go home!

SARAH: I know, all of us want to go home. But now we must report for roll call. Come! We can't be late!

Sarah helps Esther get up from the floor and together they walk out to join the other inmates, who have lined up for roll call. A Nazi soldier, waving a whip, walks up and down in front of the inmates. Two Nazi soldiers with machine guns aimed at the prisoners stand at each end of the line. The first Nazi gives an order:

SOLDIER: Attention! Start!

The counting begins.

THE FIRST PRISONER: *(in line on the right)* ONE!

THE SECOND PRISONER: TWO!

THE THIRD PRISONER: THREE! *and so on. . .)* Suddenly there is the sound of running feet. The Nazis do not notice Rachel's entrance. Rachel, out of breath, joins the group from behind the line and moves up to Sarah. Rachel whispers excitedly.

RACHEL: I am glad I made it in time!

SOLDIER: Achtung! Attention!

SARAH: What are you doing here, Rachel?

JUDITH: Why did you come back?

EVA: Rachel, we wanted so much for you to save yourself!

RACHEL: Quiet, girls, the guard will hear us. I had to come back!

ESTHER: Why, Rachel, why?

RACHEL: I was so busy worrying about myself, and a hiding place, I forgot about you.

JUDITH: Us?

RACHEL: If the Nazis didn't find me, they would blame you for helping me. They would have killed all of you. Maybe I would have made it, but I could not have lived with myself knowing that all of you were killed so that I may live. Better hope for all of us, than to risk your lives just for me.

ESTHER: But at least one of us might have survived.

The girls lower their heads and sadly turn away from Rachel.

RACHEL: Come on, girls. Don't be so gloomy. We must believe that all of us will live! Who knows, perhaps tomorrow the war will be over, or the next day. Don't lose hope! We must believe!

SARAH: Hope! - that's the only thing we have.

The girls begin singing "Ani Maamin," at first softly and then loud and clear; the cast joins in, and then the audience joins the singing. The cast leaves the stage singing "Ani Maamin" (I Believe).

THE END

Anger, Per. With Raoul Wallenberg in Budapest: Memories of the War Years in Hungary. Holocaust Library, 1981.
Story of one man's efforts to make a difference in the Holocaust.

Auerbacher, Inge. I Am A Star Child of the Holocaust. Prentice-Hall Books for Young Readers, division of Simon & Schuster, 1986.
The author was only 7 years old in 1942, when her family was sent to Terezin. Only 100 children survived this camp. She was one of them.

Filipovic, Zlata. Zlata's Diary: A Child's Life in Sarajevo. Viking, New York, 1994.
Zlata's diary, "Mimmy," records the life of an 11 year old girl who records her life for 2 years in Sarajevo. Although she starts by describing her piano lessons, tennis lessons, and friends in the fall of 1991, she begins to write about her desperation and terror as the war situation changes. Zlata and her family have to hide in the bomb shelter while the Serbian guns bomb the city and their building. Zlata's diary helps readers empathize and understand the difficulty of the victims of war, especially the children.

Frank, Anne. Anne Frank, the Diary of a Young Girl. Washington Square Press, New York, 1972.
Anne Frank, translated from the Dutch by M.M. Mooyart. A classic story of the Holocaust.

Green, Gerald. The Holocaust. Bantam Books, New York, 1978.
Kristallnacht or the Night of Broken Glass is the turning point in the Holocaust when physical violence was accepted as a government sanctioned policy. The world stood silently and watched. This reading and portion of the video discuss how Heinrich Palitz desperately tries to save his bookstore. Rudy and Ann try to save and protect their grandfather from the violence as neighbors and friends watch and participate in the destruction.

Greenfield, Howard. The Hidden Children. Ticknor & Fields, New York 1993.
Howard Greenfield has woven together the experiences of thirteen men and women to create a portrait of the Holocaust as lived by the hidden children. This is a powerful and compelling story about rescue.

Holocaust Classroom Library (available through Social Studies School Service,
10200 Jefferson Boulevard, PO Box 802, Culver City, CA 90232-0802)
Collection includes the following titles:
I Am Rosemarie 15 Night
Twenty and Ten Stolen Years Upon the Head of the Goat
Anne Frank: Diary Friedrich Upstairs Room
of a Young Girl

Leitner, Isabella. Fragments of Isabella. Dell Publications, New York, 1978.
On May 29, 1944, the Katz family began the journey to Auschwitz. Not all of Isabella's family would survive the first "selection." Those who did heard their mother's final mandate, "Live!" Giving each other strength, courage, and love, they obeyed.

Jacovsen, Louise and Mary Furlong. "Heidi's Dilemma." from The Bystander's Dilemma. Zenger Publications (available through Social Studies School Service, Culver City, California), 1980. A collection of stories and classroom lessons using the format of a moral dilemma.

Meltzer, Milton, Never to Forget: The Jews of the Holocaust.
Harper & Row Publishers, New York, 1976.
A useful text for studying the Holocaust, using eyewitness accounts.

Meltzer, Milton, Rescue, The Story of How Gentiles Saved Jews in the Holocaust.
Harper & Row Publishers, New York, 1988.
The various stories about rescue give us reason for hope and offer reasons for hope and for the belief in the goodness of men, women, and children who risked their lives to save Jews. These heroes and heroines made moral choices and by their courageous actions, defying the Nazi plan for extermination, they show us that one need not be passive or silent in the face of evil.

Merti, Betty. The World of Anne Frank. J. Weston Walch, Maine, 1984.
Readings, activities, and resources which can be used on their own or in conjunction with reading Anne Frank's Diary.

Orgel, Doris. The Devil in Vienna. Oral Press, New York, 1978.
The moving story of two friends: Inge, who is Jewish, and Lise, who belongs to the Hitler Youth Movement at the insistence of her SS father. Their friendship endures Kristallnacht and separation.

Oriev, Uri. The Island on Bird Street. Houghton Mifflin Company, Boston, 1984.
Young Alex (only 11), left alone after his mother disappears and his father has been "selected" by the German Army, must struggle to survive in an abandoned building in the ghetto. Foraging for food and fuel, living in terror and loneliness, Alex lives on the hope of his father's promise to return.

Richter, Hans Peter. Friedrich. Dell Publishing Co., New York, 1979.
This story about the friendship of a Jewish boy, Friedrich Schneider, and his German friend illustrates the determination of their friendship.

Rogasky, Barbara. Smoke and Ashes. Holiday House, New York, 1988.
A comprehensive historical overview of the Holocaust.

Scholl, Inge. The White Rose. Wesleyan Press, Middleton, CT, 1983.
White Rose was a group of German students, like Hans and Sophie Scholl, who protested the Nazi inhumanity because they refused to be silent in the face of evil.

Senesh, Hannah. Hannah Senesh, Her Life and Diary. Schocken, New York, 1972.
Hannah Senesh was born in Hungary and later emigrated to Palestine. During the war, she was parachuted into Nazi occupied Europe to save Jews. However, she was caught and killed. She left a legacy of heroism.

Stevens, Larry. The Propaganda Kit. Anti-Defamation League of B'nai B'rith, New York.
Twenty-six propaganda techniques are introduced to students through the various activities and exercises.

Suhl, Yuri, ed. They Fought Back: The Story of Jewish Resistance in Nazi Europe
Schocken, New York, 1975.

These 33 stories of 12 people, both Jews and non-Jews, all under the age of 20, who express their desire to survive.

Tatelbaum, I. Through Our Eyes. L.B.T. Publishing, Inc., Chicago, 1985.

A comprehensive study of the Holocaust through eyewitness accounts of children. Comes with a study guide. Video available.

Zwerin, Raymond A. Rabbi. The Holocaust: Study in Values. Alternatives in Religious Education, Inc., Colorado, 1976.

Book and cassette tapes on moral dilemmas with discussion questions.

Periodical Publication

Keeping Posted. Union of American Hebrew Congregations, New York, 1978.

Vol. XXIII	#4	Jan. 1978	<u>Art of Holocaust</u>
Vol. XXI	#5	Feb. 1976	<u>Aspects of the Holocaust and Hitler's War Against the Jews</u>
Vol. XXV			<u>Children of the Holocaust</u>
Vol. XXX	#5		<u>Survivors</u>
Vol. XXIV	#2	Oct. 1978	<u>The Christian Conscience</u>
Vol. XXVI	#1		<u>Wanted: For Crimes Against Humanity</u>

Audiovisual

Au Revoir Les Enfants. by Louis Malle. Anti-Defamation League of B'nai B'rith,
New York, 823 United Nations Plaza, New York, New York 10017, 1986.

The Courage to Care.

28 minute film or videotape that shows the courage of the Righteous Gentiles who helped Jews during the Holocaust.

The Camera of My Family. Anti-Defamation League of B'nai B'rith,
New York, 823 United Nations Plaza,

18.5 minute filmstrip/cassette or videotape telling the story of an upper middle class German family revealed through the family collection of photographs by Catherine Hahn Noren.

Dupont, Henry and Christine. Increasing Awareness of Values. American Guidance Services, Circle Pines, MN 55104. Filmstrip/cassette series.

The role of personal values in making choices and decisions.

Series titles include:

"Communication and Problem Solving Skills"

"Encouraging Openness and Trust"

"Verbal and Non-verbal Communication of Feelings"

"Needs, Goals, and Expectations"

"Increasing Awareness of Values"

Miracle at Moreaux. Atlantis Films Ltd., WQED-TV, Pittsburgh, PA.

A nun, Catholic students and a Nazi soldier grapple with many decisions before deciding to attempt to save three Jewish children in Nazi-occupied France.

Poster series. **The Holocaust, 1933-45.** Anti-Defamation League of B'nai B'rith, New York.

Yad Vashem New York Office

Photographic posters from the Holocaust.

Resistance (available from Anti-Defamation League of B'nai B'rith).

Board of Jewish Education.

A filmstrip and teaching guide.

SONGS

Jackson, Michael. "Man in the Mirror." Album **Bad**, Epic Records, Producer Quincy Jones, Co-Producer Michael Jackson, 1987.

Simon and Garfunkel. "Sounds of Silence." Album **Sounds of Silence**, Columbia Records, 1968.

Warwick, Dionne. "That's What Friends Are For." Album **Friends**, Arista Records, 1985.

PROFESSIONAL RESOURCE MATERIALS

Being Fair and Being Free. Anti-Defamation League of B'nai B'rith, New York, 1986.

An educational program of 20 lessons about the various forms and consequences of prejudice. For secondary students.

Byrnes, Deborah A., Ph.D. Teacher, They Called Me A ... Prejudice and Discrimination in the Classroom. Anti-Defamation League of B'nai B'rith, New York, 1987.

A handbook for elementary school teachers with 69 activities that raise children's awareness, understanding and tolerance of differences.

Muffs, Judith Herschleg. The Holocaust in Books and Films: A Selected Annotated List. Anti-Defamation League of B'nai B'rith, New York, 1982.

Good selection of materials available with brief description.

Shiman, David, et al. The Prejudice Book. Anti-Defamation League of B'nai B'rith, New York, 1989.

Classroom activities to help students understand how prejudice affects our society.

The Wonderful World of Difference. Anti-Defamation League of B'nai B'rith, New York, 1986.

An educational program of 20 lessons for grades K-8 that introduces the concept of prejudice which occurs when differences are not accepted or understood.

Grunfeld, Frederick V., ed., Games of the World. Holt Rinehart Winston, Inc., New York, 1975.

A collection of games from all time periods and areas of the world. Description and background of games included.

Lipson, Greta Barclay and Jane A. Romatowski. Ethnic Pride. (A Good Apple Idea Book for Grades 4-9). Good Apple, Inc., Box 299, Carthage, Illinois 62321-0299, 1983. Activities and cultural information for exploring ethnic heritage.

Roths, Louis E., Dr. Exploring Moral Values. Warren School Productions, Inc., Prentice-Hall Co., Pleasantville, New York 10570, 1969. (A-V materials).

Holocaust Bulletin Board. The Sho'ah. Aaron M. Leibae Resource Center, Baltimore Board of Jewish Education.

The Wall of Remembrance: Teaching Guide. The Committee to Remember the Children, The U.S. Holocaust Memorial Council, 2000 L Street NW, Suite 588, Washington, DC 20036-4907.

Farney, Sarah. Developing Thinking Skills. Scholastic, Inc., New York, 1981. Collection of activities designed to develop and improve student thinking and writing skills.

Spring, Michael, ed. Values: A Collection of Prose and Poetry on the Themes of Values. Scholastic, Inc., New York. Readings and discussions from multi-ethnic sources.

Critical Thinking. Scholastic Inc., New York, 1978.

Lesson plans, duplicator material, and transparencies for teaching students lessons in critical thinking.



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LINDA WEISSBROD

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SUGGESTED RESOURCES FOR OBTAINING MATERIALS

Anti-Defamation League of B'nai B'rith
823 United Nations Plaza
New York, New York 10017

Center for Studies on the Holocaust
Anit-Defamation League of B'nai' B'rith
823 United Nations Plaza
New York, New York 10071

Learning Resource Center
New Jersey State Department of Education
Contact your local school district for availability of these materials in your area.

Social Studies School Service
10200 Jefferson Boulevard
PO Box 802
Culver City, CA 90232-0802

New England School Supply
Division of Chaselle, Inc.
609 Silver Street
Agawam, Massachusetts 01001

Simon Wiesenthal Center
9760 West Pico Boulevard
Los Angeles, CA 90035-4792
(213) 553-9306 Fax: (213) 553-8007

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