

## Using Primary Resources to Teach About the Holocaust

### Rationale:

This course will provide an opportunity for participants to explore primary and secondary sources as an aid to the teaching of the Holocaust to students in 6<sup>th</sup> through 12<sup>th</sup> grade. The materials will allow educators to highlight different aspects of those who experienced the Holocaust from life before the event through life after the tragedy.

### Course Goal:

Provide information and support for those educators teaching the themes of the Holocaust

### Course Objectives:

1. Teachers will develop confidence in their ability to teach the subject of the Holocaust
2. Teachers will learn how to access primary source material about the Holocaust
3. Teachers will be able to use the information about the topic to provide learning experiences in different modalities for students with varying learning abilities and styles
4. Teachers will be able to share primary resources with their students
5. Teachers will become familiar with resources such as the **IWitness Program**, available artifacts, newspaper articles, posters of propaganda and diaries, journals, memoirs and photographs
6. Teachers will compare and contrast propaganda used by the Nazi's with propaganda used by the Allies
7. Teachers will identify propaganda that is used today and compare with propaganda used during the era of the Holocaust.
8. Teachers will show the relevance of photos and memorabilia of today as a record of a particular era in history
9. Teachers will be able to demonstrate how artifacts inform us about the life about people who lived in the past.

### Course Description:

***Using Primary Resources to Teach About the Holocaust*** will provide an in-depth look at primary resources available to teach about the Holocaust.

Topics covered will be:

- Diaries, Journals and Memoirs
- Photographs and artwork
- Artifacts
- Newspapers and propaganda posters
- Holocaust Survivor Speaker

Using online and print resources, teachers will identify and become familiar with the best primary sources.

### Course Outline:

- **Session I – Newspapers and Propaganda (4 hours of instructional time)**
  - Show the film ***The Wave*** (45 minutes)
  - Introduction to the pre-war propaganda print material (1hour)
  - Cooperative Learning (1 hour)
    - Chose a propaganda poster and identify the symbols and the message of the materials.

- Whole group Activity
      - Share information that each group discovered
  - **Break – 15 minutes**
  - As a whole group activity Identify sources of propaganda today and discuss how they are used (15 minutes)
  - Explore archival newspaper resources on the Internet and also print materials (15 minutes)
  - Review and wrap up (15 minutes)
- **Session II – Photographs ( 4 hours of instructional time)**
  - Show Warsaw Ghetto slides (30 minutes)
    - Discuss possible ways to use slides in a classroom setting
  - Explore books containing photographs of the time period (45 minutes)
    - Teachers will chose one photograph and write a short paragraph talking about the life the person in the photo might have experienced
    - Share writings (1hour)
  - Whole Group Activity
    - Discuss ways in which photographs and art work inform the viewer about the subjects depicted and the purpose of the art (30 minutes)
    - Guest Speaker – Allan Bell – local artist on impressions of the Holocaust through art (30 minutes)
  - **Break – 15 minutes**
  - Learning Centers (30 minutes)
    - Work in a group to look at different types of art depicting life before, during and after the Holocaust (Alfred Kantor, Miriam Brysk and Lola Lesser etc.)
    - Explore political cartoons (Arthur Szyk and Dr. Suess, etc.)
    - Art used as propaganda (Der Strummer and the work of Maurice Sendak)
    - Art work by children (*I Never Saw Another Butterfly*)
  - Whole Group Activity (30 minutes)
    - Share individual impression of the learning centers
- **Session III – Diaries and Memoirs (4 hours of instructional time)**
  - Survey of presentations of the Anne Frank story
    - Ballet, diary, readers theatre, film clips and memoirs of people who knew Anne Frank (1 hour)
  - **Salvaged Pages** – Alexandra Zapruder
    - Present various lesson plans for using diary in **Salvaged Pages** with students (45 minutes)
  - **Break –15 minutes**
  - Read-Around and discussion of different diaries: (1hour)
    - **Children of the Holocaust**
    - **548 Days with Another Name**
    - **In the Beginning Was the Ghetto: Notebooks from Lodz**
    - **The Diary Dawid Sierakowiak**
    - **We Are Witnesses**
    - **Zlata’s Diary**

- ***Blood Soaked Saga of Sole***
- ***Surviving the Holocaust: The Kovno Diary***
- ***Berlin Diaries, 1940-1945***
- ***At the Heart of the White Rose***
- ***The Goebbels Diaries***
- ***An Interrupted Life***
- ***Scroll of Agony***
- ***Warsaw Diary Adam Czerniakow***
- ***The Ghetto Diary of Janusz Korczak***
- ***Diary of Eva Heyman***
- ***Hannah Senesh: Her Life and Diary***
- ***Charlotte: A Diary in Pictures***
- ***Berlin Diary: The Journal of a Foreign Correspondent***
- ***My Father's Lost Diary***
- Holocaust Survivor Speaker (30 minutes)
- **Homework: Choose an artifact representing an important event in your life or your families history and bring to Session IV**
- **Session IV – Artifacts (4 hours of instructional time)**
  - Artifacts (1.5 hour)
    - Explore the Resource Center's collection of artifacts
      - Choose one of the artifacts displayed and write a short story from that articles point of view
      - Share the stories with the whole group
  - Read and discuss the article by Dr. Karen Shawn on using artifacts to teach the Holocaust (45 minutes)
  - **Break – 15 minutes**
  - Readers Theatre of ***Heroes, Hooks and Heirlooms*** (30 minutes)
  - Share artifacts brought in as homework from members of the class (1 hour)
    - Discussion and review (15 minutes)