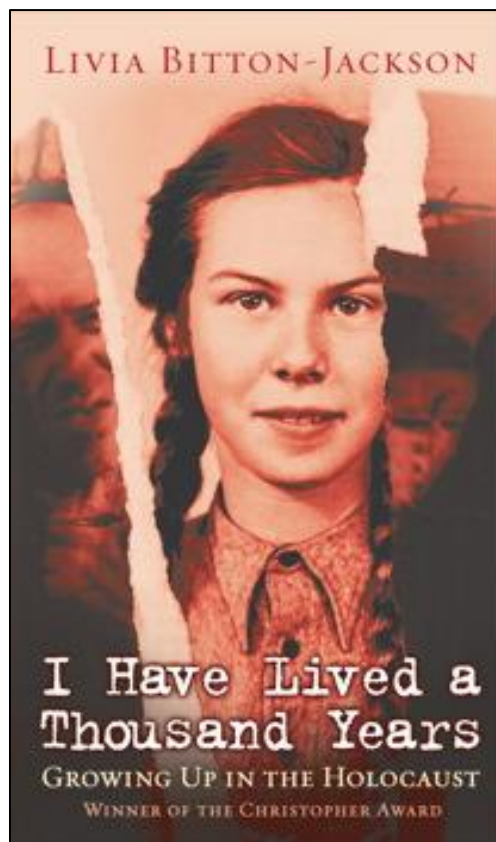


Holocaust & Genocide
Education Network presents

a complete Holocaust literature unit
with extensive historical background
featuring

I Have Lived a Thousand Years: Growing Up in the Holocaust

by Livia Bitton-Jackson



with optional connections to a field trip to
a Holocaust museum or to the exhibition,
Auschwitz. Not long ago. Not far away.

in Cincinnati 18 October 2025-13 April 2026

in Washington, D.C.,
at the United States Holocaust Memorial Museum
January 2027-spring 2029



Introduction and Unit Overview

This Grade 8 unit with anchor text, *I Have Lived a Thousand Years* by Livia Bitton-Jackson, was designed to include a field trip to the exhibition, *Auschwitz. Not long Ago. Not far away*. While this unit builds background knowledge for students to be able to appreciate the artifacts, art, photographs, text, and video clips they see in the exhibit—and to understand well the audioguide provided to every visitor—the unit can stand alone as a quality English Language Arts unit that develops learners’ understanding of the Holocaust as they master ELA concepts and skills.

This unit can be adapted for Grade 7 or Grade 9. The book takes about 6½ hours to read. Page number references are from ISBN 0-590-64251-0.

Sources for standards:

- Ohio Department of Education. [Ohio’s Learning Standards: English Language Arts](#), 2017.
- Ohio Department of Education. [Ohio’s K-12 Social and Emotional Learning Standards](#), 2019.

This unit addresses the following Standards:

ELA.RI.8.1, 8.2, 8.3, 8.4, 8.7, 8.8, 8.9, and 8.10

ELA.RL.8.4, and 8.6

ELA.SL.8.1, 8.2, 8.4, and 8.6

ELA.W.8. 6 and 7; 9-10.7

ELA.RH.6-8.1, 2, 3, 4, 6, 7, and 9.

SEL.MG.C1.3.c, C3.2.c, C3.3.c, and C4.3.c

An important starting point for teachers is the [Guidelines for teaching about the Holocaust](#) from the United States Holocaust Memorial Museum.

Suggested Lesson and Reading Sequence

All lessons take about 45 minutes unless otherwise noted.

Overview: The Path to Nazi Genocide (USHMM film; 90 minutes, if possible, but can be done in 45)

Prewar Jewish Life

Read pages 12-24:

The City of My Dreams

“Hey Jew Girl, Jew Girl...”

Historical Antisemitism and Nazi Racism

Read pages 25-40:

The Tale of the Yellow Bicycle

The Tale of the Yellow Star

Farewell, Old Mr. Stern

Anti-Jewish Laws

Read pages 41-51

The Ghetto

A Miracle

Holocaust Memoir and Diaries

Read pages 52-69:

Daddy, How Could You Leave Me?

Can I Keep My Poems, Please?

Aunt Serena

Oh, God, I Don't Want to Die

Deportation

Read pages 70-79:

Auschwitz

Arbeit Macht Frei

Nazi Camps (90 minutes)

Read pages 80-92:

Born in the Showers

The Riot

Selection: Imagery and Tone

Read pages 93-106:

Teen Vanity

The Dawn of New Hope

“Mommy, There’s a Worm in Your Soup!”

Alien Heroes

Irony

Read pages 107-121:

The Uprising

Hitler is Not Dead

Tattoo

Forced Labor

Read pages 122-140:

The Broken Bed

Is It True About the Smoke?

The Selection

The Transport

The Process at the Gas Chambers and Auschwitz: Summarizing

Read pages 141-153:

A Handkerchief

This Must Be Heaven

Herr Zerkübel

Death Marches

Read pages 154-164:

Leah Kohn, Forgive Me...

The Bowl of Soup

The Bird of Gold

Kanada and Prisoners Helping Fellow Prisoners

pages 165-177:

An Echo in the Fog

To Face the World

Resistance

pages 178-193:

The Lost Game

It's an American Plane!

Train Tracks Photo Analysis (90 minutes)

Read pages 194-206:

Freedom, At Last

Homecoming

Liberation and Survivors

pages 207-216:

"America, Will You Be My Home?"

The Statue of Liberty

Dimensions in Testimony: Interviewing Survivors (90 minutes)

Socratic Seminar (90 minutes) [can also be done after field trip]

If taking a field trip to Auschwitz. Not long ago. Not far away. or to a Holocaust museum, add these two lessons:

1) Artifacts and Conservation (90 minutes. Etiquette for this exhibition is discussed in the Closing of this lesson.)

About a week before this lesson, take about 10 minutes to present the first segment of the lesson.

(If you decide not to complete the Artifacts and Conservation Lesson before the field trip, it's important that you prepare students with your own lesson in advance. Upon return, complete a debrief with students, giving them the opportunity to process and to reflect on what they saw.)

2) Field trip artifact reflection poster

Suggested assessment: Essay

In the Foreword to I have Lived a Thousand Years, Livia (Elli) Bitton-Jackson states, "Reading my personal account...you will know—that the Holocaust was...a lesson for the future. A lesson to help future generations prevent the causes of the twentieth-century catastrophe from being transmitted into the twenty-first." In an informational essay, describe at least three actions individuals, groups, and/or societies can take to prevent those causes.

Overview: The Path to Nazi Genocide

Introduce the Holocaust through USHMM's 38-minute film, [*The Path to Nazi Genocide*](#). The version on the USHMM website includes a few graphic images that such as dead bodies, likely not appropriate for most 8th-grade audiences. USHMM has posted a [youtube version of *The Path to Nazi Genocide*](#) that eliminates these graphic images.

The film takes most of a 45-minute block and can stand alone, if that is all the time you can spare for an overview. If you have another 45-minute block available, combine the film with USHMM's [Discussion Questions](#), pausing after each film chapter for students to write their answers and to discuss whole class.

Prewar Jewish Life

We cannot begin to grasp what was lost in the Holocaust without some understanding of the vitality of Jewish life before World War II or the Holocaust began. This lesson helps students understand that not only was Jewish life thriving across Europe but also that teens and families today share values, interests, motivations, and activities in common with families and teens then. This serves as background information for readers to begin to understand the society in which the Livia Bitton-Jackson, the memoir's author, lived before the Holocaust.

Approximate time: 45 minutes, plus about 30 minutes to read pages 12-24 of anchor text, *I Have Lived a Thousand Years*, in class or for homework

Objectives

- Using visual and print information from primary and secondary sources, students will identify activities of and interests held by Jews in prewar Europe.
- Students will compare and contrast those interests and activities with those of teens and families today.

Standards

ELA.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

ELA.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

SEL (MG) C1. 3.c Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective

Procedures	Materials, Resources
10 minutes Project or pass out the Map of Jewish Communities before the Nazis Rise to Power from Echoes & Reflections. Go over with students the key so they can analyze the data. Ask students: <i>What do you notice?</i>	Map of Jewish Communities before the Nazis Rise to Power from

Possible student responses: • Countries and borders are not the same as today • In Germany, where Nazism originated, Jews made up less than 1% of the population If not already discovered, prompt students with these questions: • <i>Which countries had the highest percentage of Jews?</i> [Poland, USSR] • <i>Relative to Germany where did most Jews live?</i> [east] ○ Point out that Germany wanted to force all the Jews to leave the country, but soon the Nazis will want more territory, so they looked east. When Germany starts WWII, it first attacks Poland. <i>What does that mean for Nazi goals to make their territory Judenfrei (“free of Jews”)?</i> ○ <i>Later, Germany attacks the Soviet Union. How might that complicate Nazi plans?</i> • <i>Did Jews make up a big portion of the population in Czechoslovakia? In Hungary?</i>	Echoes & Reflections Map of Jewish Communities before the Nazi Rise to Power (Spanish) from Echoes & Reflections
10 minutes Explain: <i>We can’t fully understand the effects of the Holocaust without understanding what Jewish life was like before WWII, so we will look at some primary and secondary sources to understand.</i> Present to students this guiding question: • <i>As you watch this 5-minute video, identify a few things that Jewish families and teens before the war had in common with families and teens today.</i> Play the Yad Vashem video, Glimpses of Jewish Life before the Holocaust (4:30). Ask students to share examples in response to the guiding question.	Glimpses of Jewish Life before the Holocaust from Yad Vashem
20 minutes Compare and Contrast To differentiate for learning preference and interest for the compare and contrast activity, put students into groups of about 5 students each, with each group falling into one of three sections as described below. Pass out the Alike and Different handout (below), directing students to fill in the center column with aspects of family or teen life described in their source, and then complete at least one other cell on the same row, describing how life for families and/or teens today is alike or different.	Alike and Different handout

Section 1: students whose learning preference is auditory or who may struggle to read	Section 2: students who have an interest in the arts (especially visual) and creative writing and journalism	Section 3: students interested in athletics	
These students watch two testimonies from Echoes & Reflections: Penina Bowman and Vera Gissing . Encourage students to use the closed captioning and to replay segments as needed.	These students read about Petr Ginz on pages 14-16 of Profiles of Teenagers in Prewar Europe from Echoes & Reflections.	These students read about Victor “Young” Perez on pages 17-19 of Profiles of Teenagers in Prewar Europe from Echoes & Reflections.	Penina Bowman testimony Vera Gissing testimony Profiles of Teenagers in Prewar Europe from Echoes & Reflections Profiles of Teenagers in Prewar Europe (Spanish) from Echoes & Reflections
5 minutes Closing Project the photo of Berta Rosenheim from USHMM onto the board and read the caption. Explain: <i>This is a primary source, and, when we are looking at historical photographs, we have to consider carefully not only what we see but what we don’t see. Let’s start with what you see. This is from the United States Holocaust Memorial Museum, which is an impeccable source, so we can believe the information in the caption.</i> Possible student responses: • A girl • She is smiling. • She seems to be wearing a backpack or book bag, since it is the first day of school.			photo of Berta Rosenheim from USHMM

• She is holding a big cone, which the caption leads us to believe has sweets and stationery. • A tall building in the background—perhaps an apartment building <i>With photographs, always ask yourself, who is the photographer?</i> • Given the age of the girl and that it's the first day of school, the photographer likely is a parent. What do you infer about the feelings or emotions of both the subject and her photographer? • The girl looks very happy. She likely is excited to start school. • The parent likely is proud. Is this a tradition or ritual that families perform today? • Yes, facebook is full of first-day-of-school pictures every fall. <i>Whether prewar or now, what do children dream of as they start school?</i> <i>What do parents typically hope for their children as they start school?</i> <i>Hitler and the Nazis will come to power in less than four years, so events for the Rosenheim family, as Jews in Germany, likely will not play out as dreamed.</i>	
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Homework or in class, if time allows:
Read pages 12-24 (about 30 minutes)

Name _____

Alike and Different

Using the source(s) assigned by your teacher, collaborate with your teammates to identify at least four aspects (interests, traditions, values, religious practices, activities, etc.) of life for prewar Jewish families or teens, listing one aspect per cell in the center column. Then compare and contrast the prewar experiences to today's families and teens and note those in the left column. Where possible, compare and/or contrast with yourself in the right column. The first row has been completed as an example.

[illegible]

Historical Antisemitism and Nazi Racism

After reading pages 12-24

Students learn that antisemitic myths resurface throughout history, often molded by the events of the day. They read and summarize an article that explains how the Nazis used their racist ideology to take antisemitism to the extreme of systematic mass murder. Finally, they view a testimony clip that shows up the falsehood of the racist theory.

Approximate time: 45 minutes, plus about 30 minutes to read pages 25-40 in class or for homework

Objectives:

- Students will develop an understanding of antisemitism as a persistent prejudice through history and connect it to the Nazi racist ideology that led to genocide.
- Students will collaborate to identify a central idea and to analyze its relationship to supporting ideas.
- Students will identify advantages and disadvantages of different forms of informational text.

Standards:

ELA.RI.8.2 Analyze informational text development.

- a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.

ELA.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

ELA.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

ELA.RH.6-8.2 Analyze content-area-specific text development.

- a. Determine the central ideas or information of a primary or secondary source.
- b. Provide an accurate summary that includes the central ideas of the source.

ELA.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Procedures	Materials, Resources
5 minutes Introduction Divide students into eight mixed-ability groups Explain: <i>Today we are going to examine antisemitism through history before studying how the Nazis built upon it with their own racist ideology that led to the murder of six million Jews and millions of others.</i> Project on the board the definition of antisemitism from the USHMM Glossary and ask groups to determine the three most important words in the definition and why. After a few minutes of group discussion, invite a few groups to share out their choices and reasoning.	definition of antisemitism from the USHMM Glossary
5 minutes Ask students: <i>As you watch this four-minute video clip on antisemitism, look for antisemitic myths or tropes or elements that have been repeated at different times in history.</i> Play the segment on antisemitism from 1:58-5:30 of the Video Toolbox: Antisemitism video from Echoes & Reflections. Ask students to share within their groups what antisemitic myths or tropes or elements have been repeated at different times in history. Possible student responses: • Jews are in league with the devil. • Jews were blamed for disasters like the Black Death by poisoning wells. • Jews are accused of using the blood on non-Jewish victims in religious rituals. • Jews are accused of treason and treachery or being unpatriotic. • Jews were accused of being a demonic force, poisoning the world with conflicting ideas. • Jews care only about money. • Jews are accused of conspiracy. • Jews are accused of plotting to take over the world.	Echoes & Reflections Video Toolbox: Antisemitism segment on antisemitism
10 minutes Point out to students: <i>These historical antisemitic myths all involved accusations of <u>actions</u> on the part of the Jews. As inaccurate as these beliefs were, a person can stop an action. The Nazis exacerbated</i>	USHMM article on Nazi racism

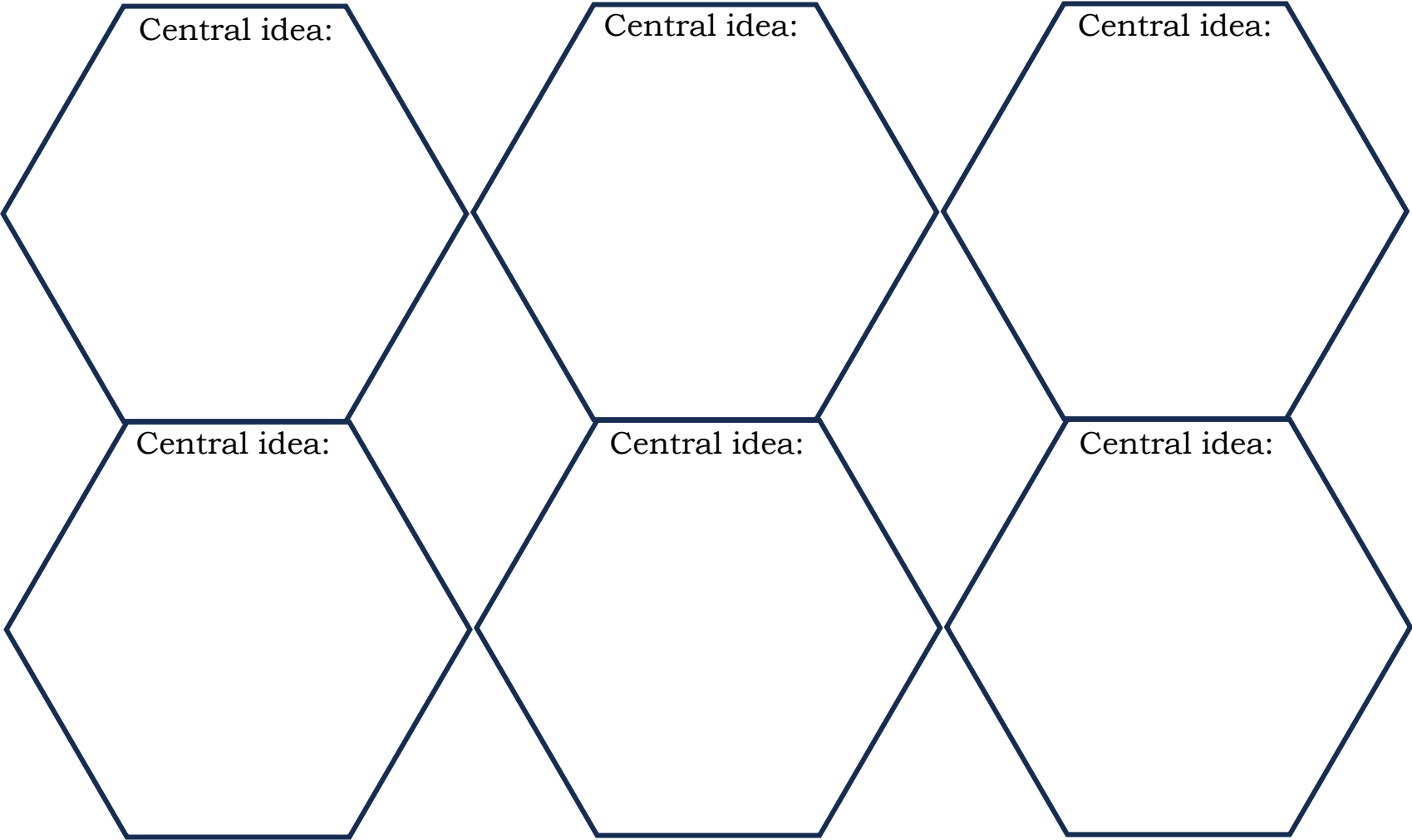
<i>antisemitism with another falsehood that Jews would be powerless to change. Read this USHMM article on Nazi racism independently to identify the element that Hitler and the Nazis added with their ideology.</i> Scaffold for learners who need support in reading by encouraging them to play the audio recording at the top of the page. Ask what element the Nazis added that was impossible for Jews to change. [said Jews were a race, and an inferior race]	with audio recording linked at top of page
10 minutes Hexagonal thinking to determine relationship between supporting ideas and central idea Pass out one hexagon from page 1 of Hexagonal Thinking on Nazi Racism to each group. Pass out one copy of page 2 to each group and ask them to cut out those hexagons. (Consider copying page 1 in a different color from page 2.) Ask students to work within their groups to write a sentence that identifies a central idea just of this written text, Nazi Racism from USHMM. (The “Media Essay” sidebar is important, related knowledge, but it is separate from this text.) Then ask students to arrange the hexagons to show connections between the supporting ideas and the central idea. Explain that hexagons can be rotated so one hexagon can connect sides with up to six other hexagons, but your goal is to arrange them to indicate their relationships—or not—to each other. After making their arrangements, students should individually pick a vertex where at least three hexagons connect and write individually the relationship among the 3, 4, 5, or 6 ideas that are connected at that point.	Hexagonal thinking from Cult of Pedagogy Hexagonal Thinking on Nazi Racism hexagons to cut out
10 minutes Project on the board page 4 of Nazi Propaganda Examples from Echoes & Reflections. Make sure students understand that Nazis would visit German classrooms to explain, among other things, the false theory of the “inferior” physical characteristics of Jews and how those differ from the “superior” characteristics of Aryans. Read the introduction to Judith Becker and play her 3-minute testimony. Ask students what Judith’s brother’s experience says about Nazi racial theory. [It’s false.]	Echoes & Reflections Nazi Propaganda Examples page 4 Nazi Propaganda Examples

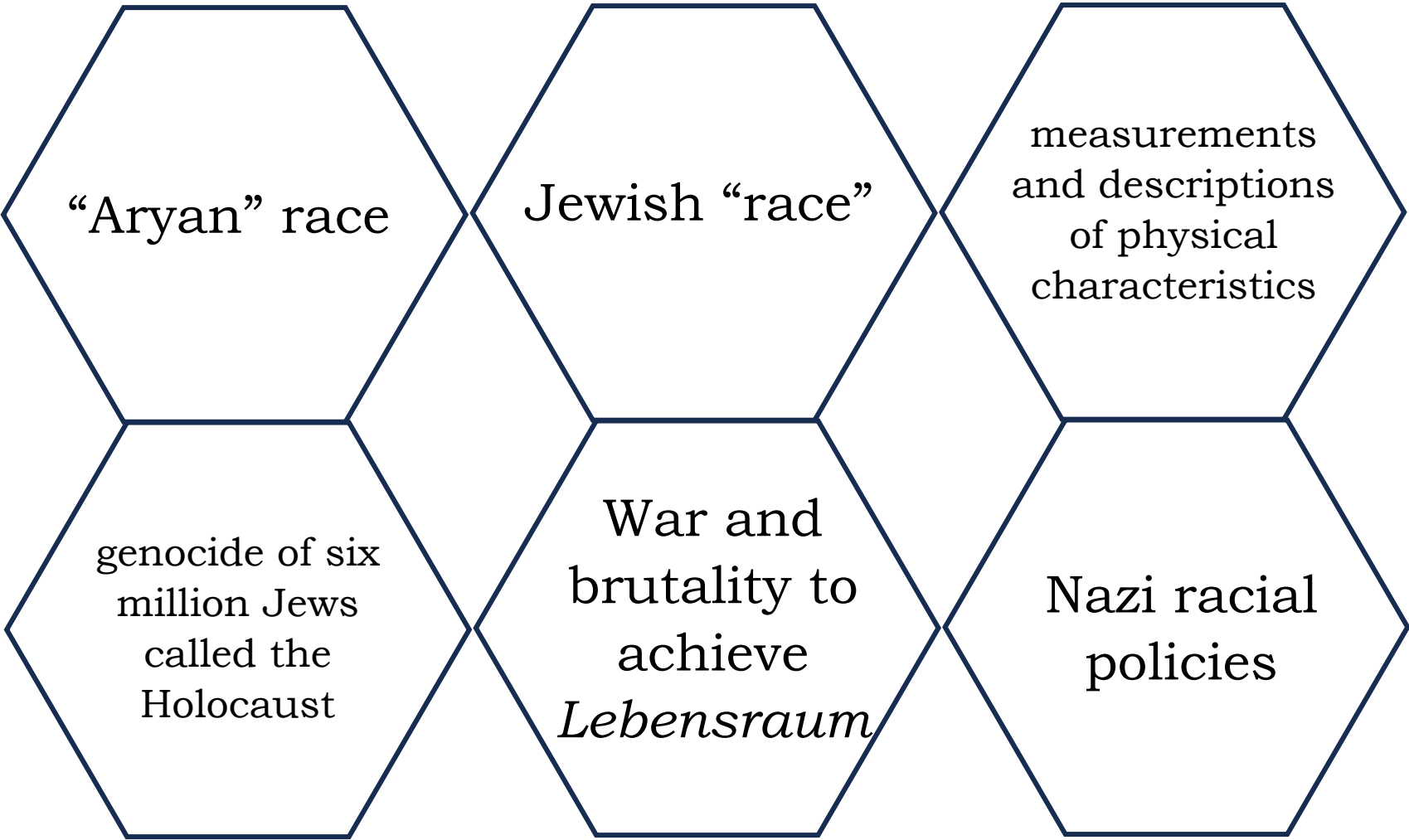
	(Spanish) from Echoes & Reflections Judith Becker's testimony
5 minutes Closing Ask students to complete the Plus/Minus handout .	Plus/Minus handout

Homework or in class, if time available:

Read pages 25-40 (about 30 minutes)

Hexagonal Thinking on Nazi Racism





“Aryan” race

Jewish “race”

measurements
and descriptions
of physical
characteristics

genocide of six
million Jews
called the
Holocaust

War and
brutality to
achieve
Lebensraum

Nazi racial
policies

Name _____

You have learned about antisemitism from three sources, listed across the top row. List at least one advantage (+) of learning about antisemitism from each source, as well as at least one disadvantage (-) of at least two of the sources.

	Video	Online article	Video testimony
+			
-			

Name _____

You have learned about antisemitism from three sources, listed across the top row. List at least one advantage (+) of learning about antisemitism from each source, as well as at least one disadvantage (-) of at least two of the sources.

	Video	Online article	Video testimony
+			
-			

Anti-Jewish Laws

After reading pages 25-40

Students analyze how Elli shows the erosion of Jewish rights, and they do the same for a secondary source about Hungary. They watch testimonies of two survivors with experiences like Elli's and compare the presentations.

Approximate time: 45 minutes, plus about 30-35 minutes to read pages 41-51 for homework or in class, if time

Auschwitz. Not long ago. Not far away. connection:

- Expulsion of the Jews section
- Nuremberg Laws

Objectives:

- Students will identify examples of steps in the progression of erosion of Jewish rights in both a secondary and primary source (memoir).
- Students will compare Elli's written testimony with survivors' video testimonies and state the emotions provoked in the speakers and author by similar situations.

Standards:

ELA.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

ELA.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

ELA.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

ELA.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

ELA.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

SEL.MG.C3. 3.c Demonstrate respect for human dignity virtually and in-person

Procedures	Materials, Resources
10 minutes Ask students individually to complete What Rights are Most Important to Me? from Echoes & Reflections. Group students into pairs by readiness level and ask students to share with their partners and explain their choice of the right they marked #1 most important. Explain: <i>We are going to consider how authors show Jewish rights were taken away over time, first in Nazi Germany, then in Hungary, where Elli lives. We will read a secondary source and then use Elli's memoir, a primary source.</i> Pass out Nazi Germany and Anti-Jewish Policy from Echoes & Reflections. Ask for volunteers each to read a section on page 1. Ask questions to help clarify students' understanding. Verify that students understand that the bullet points make up a tool of historians called a timeline. • Ask: <i>What is the organizational structure of a timeline—its whole purpose is to put things in what order?</i> [chronological] • Ask: <i>What type/category of items are enumerated on this timeline?</i> [examples of anti-Jewish policies in Nazi Germany] Ask for a volunteer to read the last paragraph on page 3 and clarify any sources of confusion for students.	What Rights are Most Important to Me? from Echoes & Reflections What Rights are Most Important to Me? (Spanish) from Echoes & Reflections Nazi Germany and Anti-Jewish Policy from Echoes & Reflections Nazi Germany and Anti-Jewish Policy (Spanish) from Echoes & Reflections

20 minutes:			
Scaffolded Activity for Pairs who benefit from support	On-Grade Level Pairs	Advanced Learner Pairs	Materials
Ask students to read the text, German Occupation and Alliances: Hungary: Oppression (below) from The Wiener Holocaust Library. Direct students to collaborate with their partners to complete the segmented timeline handout with years indicated (below).	Ask students to read the text, German Occupation and Alliances: Hungary: Oppression (below) from The Wiener Holocaust Library. Direct students to collaborate with their partners to complete the open timeline handout (below).	Ask students to read the text, German Occupation and Alliances: Hungary: Oppression (below) from The Wiener Holocaust Library. Direct students to collaborate with their partners to complete the Examples and Anecdotes T-chart handout (below).	German Occupation and Alliances: Hungary: Oppression segmented timeline handout with years indicated open timeline handout Examples and Anecdotes T-chart
Point out the yellow star was not required in Germany until 1941, which is why it doesn't appear on the Nazi Germany timeline that goes through 1938.			
15 min Closing Pass out the Testimony Reflection Sheet from Echoes & Reflections to each student. Ask students to write Elli's name as the first "interviewee" and read the very last line on page 39 through all of page 40 in the book. Then complete each of the three cells in Elli's row. Note that for the second cell you won't see any body language but that Elli certainly tells us her emotions. As a scaffold for students who may have difficulty with some of the accents, enable closed captioning on the testimony videos. Tell students the next interviewee is named Barbara and read her bio to students. Ask students to listen for similarities between bystander behavior that Barbara witnessed and Elli does. Play the video (3:00) and ask the students to complete her row. - Ask: <i>What did she have in common with Elli, and how did she react similarly to or differently from Elli?</i> - Possible student responses: - Sent to the ghetto with her family - She seems angry too, although Elli seems more overwhelmed.			Testimony Reflection Sheet from Echoes & Reflections Testimony Reflection Sheet (Spanish) from Echoes & Reflections Testimonies from Echoes &

▪ Enumerates the examples of the close relationships she had with the neighbors (They were guests at my mother’s dining room table. People had “tipped their hat,” greeted her mother respectfully, pinched her cheek.) and that “they stood and watched stony-faced.” Elli says their Christian neighbors seemed to have no problem ignoring them. ▪ People peeked through the window (Elli said shades were drawn) and turned their faces. ▪ “It was so shameful, so humiliating” and Mommy’s humiliation at turning over the keys. Tell students the next interviewee is named Ibolya and read her bio to students. Ask students to listen for similarities between bystander behavior that Ibolya witnessed and Elli does. Play the video (2:30) and ask the students to complete her row. • Ask: <i>How does her experience of bystanders while being evacuated to a ghetto compare to Elli’s experience with bystanders?</i> ○ Possible student responses: ▪ People spat on them, said ugly words in Ibolya’s case, whereas they hid in Elli’s case. Ask: <i>What do we get from the video testimonies that we cannot get from the written? What do we get from the written that we do not get from the videos?</i> Remind students that these testimonies were recorded about 60 or 70 years after the events these women described. Likewise, Elli was writing more than 50 years later. Ask: <i>What stayed with Elli, all those years later?</i> [responses will vary] <i>What stayed with Barabara, all those years later?</i> [responses will vary] Ask: <i>What stayed with Ibolya, all those years later?</i> • Possible student response: a common sense of betrayal If students don’t mention it, ask who Ibolya mentioned last. Who was she still thinking about 70 years later? [The one person who spoke up.] Ask: <i>Do you think it’s important for people to know that one person can do something good that stays with a victim for 70 years? Ibolya didn’t get her blanket back, but did that person still make a difference for her?</i> [Yes, the upstander let her know she was valued.]	Reflections: Barbara Fischman Traub and Ibolya Grossman
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Homework or in class, if time (about 30-35 minutes):

Read pages 41-51

German Occupation and Alliances

Hungary: Oppression

Although the Hungarian authorities did not actively deport Hungarian Jews until the occupation of Hungary in 1944, harsh antisemitic policies were in place. Between 1920 and 1944, over 300 antisemitic laws were passed.

From 1938, the persecution of Jews increased significantly as Hungary strengthened its ties with Nazi Germany. The law known as the First Jewish Law was passed on 29 May 1938. This law limited the number of Jews in many professions and companies to a maximum of 20%.

In 1939, a law forced all Jewish men of military age to join the Hungarian Labour Service.

On 5 May 1939, the Second Jewish Law passed. This law defined Jews as a race rather than a religion: any person with two or more Jewish grandparents was regarded as a Jew. The law also banned Jews from working for the government and further restricted their employment in other areas.

On 8 August 1941, the Hungarian government passed the Third Jewish Law. This law prohibited marriages between Jews and non-Jews.

Following the Nazi occupation in 1944, the persecution of the Jews turned actively murderous. Almost immediately, Jews had to wear a Star of David on their clothes and their movement was restricted. Telephones and radios were confiscated, and Jewish property and businesses were seized. During April, the Jews of Hungary were forced into ghettos, where they were soon deported to extermination camps in the east.

Hungary was liberated by the Soviet army during April 1945. By this time, approximately 568,000 Hungarian Jews had perished during the Holocaust.

Name _____

Read “German Occupation and Alliances: Hungary: Oppression.” Use examples from the text to build a timeline to illustrate the text’s idea that “from 1938, the persecution of Jews increased significantly.”

Then look on pages 16, 25, 30, 36, and 37 of *I Have Lived a Thousand Years* to find at least three of these policies that affected Elli’s family. Circle those policies.

Anti-Jewish Policy in Hungary by Year

1938

1939

1941

1944

Name _____

Read “German Occupation and Alliances: Hungary: Oppression.” Use examples from the text to build a timeline to illustrate the text’s idea that “from 1938, the persecution of Jews increased significantly.”

Then look on pages 16, 25, 30, 36, and 37 of *I Have Lived a Thousand Years* to find at least three of these policies that affected Elli’s family. Circle those policies.

Anti-Jewish Policy in Hungary by Year

Name _____

Read “German Occupation and Alliances: Hungary: Oppression.”

Use the article and pages 16, 25, 30, 36, and 37 of Elli’s memoir to complete the table.
Draw lines connecting identical or similar examples used in the texts.

Examples of erosion of Jewish rights shown in “Oppression”	Anecdotes showing erosion of Jewish rights in <i>I Have Lived a Thousand Years</i> (include pages)

Name ____KEY____

Read “German Occupation and Alliances: Hungary: Oppression.” Use examples from the text to build a timeline to illustrate the text’s idea that “from 1938, the persecution of Jews increased significantly.”

Then look on pages 16, 25, 30, 36, and 37 of *I Have Lived a Thousand Years* to find at least three of these policies that affected Elli’s family. Circle those policies.

Anti-Jewish Policy in Hungary by Year

1938

- limited the number of Jews in many professions and companies to a maximum of 20%

1939

- all Jewish men of military age had to join the Hungarian Labour Service
- defined Jews as a race rather than a religion: any person with two or more Jewish grandparents was regarded as a Jew
- banned Jews from working for the government and further restricted their employment in other areas

1941

- prohibited marriages between Jews and non-Jews
 - Jews cannot interact in any way with Christians (36)

1944

- Jews had to wear a Star of David on their clothes
 - Jews had to wear yellow six-pointed star of David (30)
- the movement of Jews was restricted
 - Jews cannot enter public places (36)
- Jews had to give up telephones and radios
 - Jews must turn in all valuables—jewelry, radios, vehicles (25)
- Jewish property and businesses were seized
 - Elli’s family’s business is confiscated (16)
 - Elli must turn in her new bike (25)
- Jews were forced into ghettos
 - Jews concentrated in a ghetto in another town (37)

Name ____KEY(responses may vary for imperfect matches) _____

Read “German Occupation and Alliances: Hungary: Oppression.”

Use the article and pages 16, 25, 30, 36, and 37 of Elli's memoir to complete the table. Draw lines connecting identical or similar examples used in the texts.

Examples of erosion of Jewish rights shown in “Oppression”	Anecdotes showing erosion of Jewish rights in <i>I Have Lived a Thousand Years</i> (with page nos.)
limited the number of Jews in many professions and companies to a maximum of 20%	
defined Jews as a race rather than a religion: any person with two or more Jewish grandparents was regarded as a Jew	
banned Jews from working for the government and further restricted their employment in other areas	
prohibited marriages between Jews and non-Jews	Jews cannot interact in any way with Christians (36)
Telephones and radios were confiscated	Jews must turn in all valuables—jewelry, radios, vehicles (25)
	All Jews have to be registered at the town hall (25)
Jewish property and businesses were seized	Elli’s family’s business is confiscated (16) Elli must turn in her new bike (25)
all Jewish men of military age to join the Hungarian Labour Service	
Jews had to wear a Star of David on their clothes	Jews had to wear yellow six-pointed star of David (30)
	Yellow star has to be painted on exterior of every Jewish residence (30)
Jews’ movement was restricted	Jews cannot enter public places (36)
Jews were forced into ghettos	Jews concentrated in a ghetto in another town (37)

Holocaust Memoir and Diaries

After reading pages 41-59

Elli's ghetto experience is markedly different from her contemporaries in other ghettos across Europe. Students gain an understanding of this by contrasting excerpts of Elli's memoir with entries from diarists from one of three cities in different parts of Poland.

Approximate time: 45 minutes, plus about 35 minutes to read pages 52-69 for homework or in class, if time allows

Auschwitz. Not long ago. Not far away. connections: brief mention of ghettos in the Deportation section text

Objectives:

- Students will identify conditions, experiences, and feelings in common between the ghetto depicted in the memoir and a ghetto depicted in another primary source, a diary.
- Students will identify different conditions, experiences, and feelings on the same topics between the ghetto depicted in the memoir and a ghetto depicted in another primary source, a diary.

Standards:

ELA.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

ELA.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

ELA.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

ELA.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

SEL.MG.C3. 3.c Demonstrate respect for human dignity virtually and in-person

Procedures	Materials, Resources
10 minutes Other Ghettos Explain to students: <i>While Elli's ghetto existed for about a month, across Poland people lived in ghettos for years, and, although conditions differed from ghetto to ghetto, conditions always became dire with limited space and limited food. Today you will be with a group that reads a diary entry from a young person living in one of three ghettos, all in cities that were in Poland before World War II, but only one of which still is today.</i> Project USHMM's Map of Poland, 1933 and point out these three cities and explain: • Stanislawow: in Ukraine today, its ghetto held at least 20,000 people from 1941-1943 • Vilna, now in Lithuania, has two ghettos from 1941, with the last emptied by 1943 • Lodz, still in Poland, was the second largest ghetto, begun in 1940 with 210,000 people imprisoned there over the course of the war. The Germans destroyed this last operating ghetto in German-occupied Poland in mid-1944, sending nearly 90% of its remaining prisoners to Auschwitz-Birkenau.	USHMM's Map of Poland, 1933 USHMM background on Stanislawow in case students have questions about the first paragraphs they are not required to read from Elsa Binder's diary
20 minutes Jigsaw Expert Groups Divide students into six heterogenous groups, and give each diary entry (from Alexandra Zapruder's <i>Salvaged Pages</i>) with its handout to two groups: Ilya Gerber's Diary Entry on Rumors in the Vilna Ghetto, October 19, 1942 and handout Diary Entry on Hunger in the Łódź Ghetto, March 11, 1942, Entry from the diary of an anonymous girl and handout Elsa Binder's Diary Entry on Ghetto Life, March 13, 1942 and handout	Jigsaw strategy at Facing History & Ourselves Diary entries from Alexandra Zapruder's <i>Salvaged Pages</i>: Ilya Gerber's Diary Entry on Rumors in the Vilna Ghetto, October 19, 1942 and handout Diary Entry on Hunger in the Łódź Ghetto, March 11, 1942, Entry from the diary of an anonymous girl and handout

	Elsa Binder's Diary Entry on Ghetto Life, March 13, 1942 and handout
10 minutes Jigsaw Home Groups Divide students into triads including one student each from readers of each diary. Instruct students to report to their group: 1) One topic in common between their diary entry and Elli's memoir 2) Two differences between Elli's memoir and the diary related to conditions in the ghetto and/or the writers' responses to conditions	
5 minutes Closing, Whole Group Ask students: Was Elli's ghetto experience more similar to or more different from the diarists from Lodz, Vilna, and Stanislawow?	

Homework or in class, if time (about 35 minutes):
read pages 52-69

Reread page 47 in *I Have Lived a Thousand Years* and read “Ilya Gerber's Diary Entry on Rumors in the Vilna Ghetto, October 19, 1942.” Both texts discuss rumors in the ghettos. Compare and contrast each topic from each primary source for the topics below. Highlight differences with a highlighter.

Topic	Elli’s memoir	Ilya Gerber’s diary (Vilna)
Topic or nature of ghetto rumors		
Reaction(s) of women to these rumors		
Emotions stirred in people by the rumors		
Effect of rumors on Jews in the ghettos		
Relationship shown between Mommy and Aunt Serena after rumors		

Reread pages 48-51 of *I Have Lived a Thousand Years* and “Diary Entry on Hunger in the Łódź Ghetto, March 11, 1942, Entry from the diary of an anonymous girl.” Both texts discuss food in the ghetto. Compare and contrast each topic from each primary source for the questions below. Highlight differences with a highlighter.

Topic	Elli's memoir	Anonymous Girl's diary (Lodz)
How does the writer communicate that food is limited?		
How do people in the writer's ghetto get more food?		
What physical effects is the writer feeling from the limited food supply?		
What is the emotional effect of limited food on the writer?		
How does hunger affect the writer's relationship with another person?		

Reread pages 41, 43, and 48 and read “Elsa Binder's Diary Entry on Ghetto Life, March 13, 1942,” starting with the last paragraph on page 1 that begins, “In every newspaper article...” These texts discuss life in two different ghettos. Compare and contrast each topic from each primary source for the topics below. Highlight differences with a highlighter.

Topic	Elli’s memoir	Elsa Binder’s diary entry by unidentified writer (Stanislawow)
Personal belongings (furniture, clothes, valuables)		
Conditions in the ghetto		
Emotions stirred in people by the conditions		
Writer’s personal feelings living in the ghetto		
Food and/or hunger		

Deportation

After pages 52-69

While reading an article and viewing testimonies to learn about deportations, students develop reading skills in analyzing connections and distinctions in content as well as evaluating the merits and drawbacks of different media as well as of primary and secondary sources.

Approximate time: 45 minutes, plus about 20 minutes to read pages 70-79 for homework or in class, if time

Auschwitz. Not long ago. Not far away. connections: Deportation section of the exhibition

Objectives:

- Students will develop an understanding of the dehumanizing experience of deportations.
- Students will understand the role deportations played in the “Final Solution.”
- Students will evaluate the respective merits of a secondary source article and video testimonies in understanding the experience of deportations, both for the relative value of the media and for primary vs. secondary source.
- Students will analyze how a text uses categories to make distinctions among similar events for different groups of people.

Standards:

ELA.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

ELA.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

ELA.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Procedures	Materials, Resources
2 minutes Opening Arrange students in heterogenous triads. Remind students: <i>As we left off in Elli’s memoir, she and her family are packed into a cattle car with other Jews, not knowing their destination, and Elli fears she may die. These terrifying and dehumanizing deportations, as they came to be known, were experienced by millions of people—mostly Jews—across Europe. We have an article and video testimonies to help us understand the experience in context.</i>	

10 minutes Reading Ask students in their triads to read USHMM's Deportations to Killing Centers, stopping at the subheading, The Victims. Ask whole group: • <i>What was the “Final Solution”?</i> • <i>Why were trains needed to pursue the “Final Solution”?</i> • <i>Where were the trains destined?</i> • <i>What is a euphemism?</i> • <i>What euphemism did the Nazis use to keep the Jews from panicking that they were being deported to killing centers?</i> • <i>Describe what conditions were like in the cattle cars used in the German-occupied East.</i>	USHMM's Deportations to Killing Centers
10 minutes Testimonies Pass out the Echoes & Reflections Testimony Reflections and ask students, with their teams, to fill in a row after they watch each of these testimonies: • USHMM's Bart Stern describes deportation to Auschwitz: read bio first and enable closed captions • USHMM's Leo Schneiderman describes conditions on a freight car during deportation from Lodz to Auschwitz: read bio first and enable closed captions Ask students to discuss each of these questions in their teams and then share out: • <i>What were the advantages and disadvantages of learning about deportation from the article and from the video testimonies?</i> • <i>Did the advantages and shortcomings of each arise because of the medium (print vs. video) or because of the type of source (primary vs. secondary)?</i>	Echoes & Reflections Testimony Reflections Echoes & Reflections Testimony Reflections (Spanish) Video testimonies: USHMM's Bart Stern describes deportation to Auschwitz USHMM's Leo Schneiderman describes conditions on a freight car during deportation from Lodz to Auschwitz
20 minutes Reading for categories	Deportation to Killing Centers handout

Pass out the Deportations to Killing Centers handout and direct students to read the remaining sections and complete the handout together in their teams.	Deportation to Killing Centers handout KEY
3 minutes Closing Highlight for students the USHMM article's map, Deportations from Hungarian ghettos to Auschwitz , pointing out that 440,000 Jews were sent from Hungary to Auschwitz in two months, and this is the deportation on which Elli finds herself now.	USHMM map, Deportations from Hungarian ghettos to Auschwitz

Homework or in class, if time:

Read pages 70-79 (about 20 minutes)

Name _____

Read the USHMM article, [Deportations to Killing Centers](#).

In the section with the subheading, [The Victims](#), the author makes distinctions among the victims by dividing them into which 5 categories?

What information does the author give about each category of victims?

For the next section of text (between Leo Schneiderman's testimony and the map of Deportations from Hungarian ghettos to Auschwitz), the author describes how deportations were conducted across the continent of Europe. Enumerate the three categories the author describes, and give at least one distinctive fact about deportations in that category that is not true of the other two:

Category 1: _____

Distinctive fact(s):

Category 2: _____

Distinctive fact(s):

Category 3: _____

Distinctive fact(s):

Name ____ **KEY of sample answers (answers may vary, although categories should not)**__

Read the USHMM article, [Deportations to Killing Centers](#).

In the section with the subheading, [The Victims](#), the author makes distinctions among the victims by dividing them into which 5 categories?

- 1) Belzec**
- 2) Sobibor**
- 3) Treblinka II**
- 4) Chelmno**
- 5) Auschwitz-Birkenau**

What information does the author give about each category of victims?

Where they came from immediately before their deportation to the killing center and when they were deported to that killing center

For the next section of text (between Leo Schneiderman's testimony and the map of Deportations from Hungarian ghettos to Auschwitz), the author describes how deportations were conducted across the continent of Europe. Enumerate the three categories the author describes, and give at least one distinctive fact about deportations in that category that is not true of the other two:

These categories are by region of origin (rather than previous categories of destination).

Category 1: ____ **Western and Northern Europe** ____

Distinctive fact(s):

- **Jews were deported via transit camps (Drancy, Westerbork, Mechelen)**
- **Norwegians were deported by boat and train**
- **Sent to Sobibor or Auschwitz**

Category 2: ____ **Southern Europe** ____

Distinctive fact(s):

- **Germans deported Jews from Greece, Italy and Croatia to Auschwitz-Birkenau**
- **Bulgarian authorities handed over thousands of Jews to the Germans, who deported them to Treblinka II.**

Category 3: ____ **Central Europe** ____

Distinctive fact(s):

- **Before killing centers were fully built, Germans deported Jews from this region east to ghettos or to the Reich Commissariat Ostland. In the latter region, most were shot. Jews in the ghettos were later deported to various killing centers.**
- **In 1942, Jews were deported from the Greater German Reich directly to Auschwitz-Birkenau, with some sent to Theresienstadt before being sent to Auschwitz.**

Nazi Camps

After pages 70-79

Students do a jigsaw to learn about and share with classmates information about the Nazi camp system and groups within. They also learn about selection, which Elli experiences in the section of the text just assigned. However, Elli does not know the full story of selection, and learners will explore that in the next lesson on irony, after they learn the full story in this lesson.

Approximate time: 90 minutes, plus about 30 minutes to read pages 80-92 for homework or in class, if time

Auschwitz. Not long ago. Not far away. connections:

- Arrival section
- Artifacts: camp uniforms, colored triangles, Roma artifacts

Objectives:

- Students will use their speaking and listening skills to collaborate on the elements of an objective summary and to share the information they learn with a group of classmates.
- Students will develop initial understanding of types of Nazi camps, the prisoners held there, and the selection process done at Auschwitz.

Standards:

ELA. RI.8.2 Analyze informational text development.

- a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
- b. Incorporate central ideas and their relationships into an objective summary of the text

ELA.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

ELA. RH.6-8.2 Analyze content-area-specific text development.

- a. Determine the central ideas or information of a primary or secondary source.
- b. Provide an accurate summary that includes the central ideas of the source.

Teacher note:

While selection may have occurred in small numbers at the other killing centers of Chelmno, Sobibor, Treblinka, and Belzec to get workers to perform the functions of the camp, Auschwitz was in the unique position of being both a forced-labor camp and a killing center, so there was a need for workers, although, in the worst months of the Hungarian transports, about 90% were sent straight to the gas chambers. [USHMM recently reclassified Majdanek as a concentration camp for forced labor rather than a killing center, even though it had gas chambers and crematoria: “In the past, many scholars counted the Majdanek camp (located just outside the city of Lublin) as a sixth killing center. However, based on newer research, Lublin-Majdanek is usually classified as a concentration camp. According to this research, German authorities used Majdanek primarily as a place to concentrate Jews who were being temporarily spared for use as forced laborers. Occasionally, especially after Belzec ceased operating in late 1942, Jews were sent to Majdanek as part of Operation Reinhard to undergo selection. Jews selected as unfit for labor were murdered at Lublin-Majdanek either by shooting or in the camp's gas chambers.” USHMM, [Killing Centers in German-Occupied Poland, 1942](#)]

Procedures	Materials, Resources
5 minutes Review with students what goes into an objective summary—and what does not.	
10 minutes Map Give each student a copy of Echoes & Reflections map from USHMM, Major Nazi Camps in Europe, 1944 . Explain that there were more than 40,000 camps and ghettos, so it would be impossible to mark them all on this map. Ask students to share what they notice and what they wonder. Invite students to compare country outlines to the Echoes & Reflections map, Jewish communities in Europe before the Nazis rise to power . Explain that our next job, as we follow Elli’s story, is to learn about these camps, who was in them, and a process used at the camps called selection. Explain to students that they will join an expert group to learn about one of these topics and to write an objective summary of the article they read. Later we will	Major Nazi Camps in Europe, 1944 map from USHMM and Echoes & Reflections Major Nazi Camps in Europe, 1944 (Spanish) map from

mix the groups so there is at least one expert for each topic in each group, and the experts will teach the rest of their group about their topics.				USMM and Echoes & Reflections Map Jewish communities in Europe before the Nazis rise to power from Echoes & Reflections Jewish Communities in Europe before the Nazi Rise to power (Spanish) from Echoes & Reflections
30 minutes Jigsaw Expert Groups Divide students into four or more expert groups based on readiness. There are four texts, but you can have more than one group work on the same text. One text has no scaffolding, and there are three levels of scaffolding for the others. Each student should write their own objective summary. Encourage students to make a plan for what they will share with classmates about their topic. (They will get five minutes.) If their group still has work time, they can trade in their group to peer edit.				Jigsaw strategy at Facing History & Ourselves
Learners in need of support	On-level Learners	On-level Learners	Advanced Learners	
Most scaffolding	More scaffolding	Minimal scaffolding	No scaffolding	
Read USHMM's Nazi Camp System and provided central ideas on handout .	Read USHMM's " Enemies of the State " and provided central	Read USHMM's Prisoners of the Camps and write central ideas from	Write central ideas and objective summary of The	USHMM's Nazi Camp System and handout and key

Select from a list of points to include in objective summary.	ideas on handout . Select from a list of points to include in objective summary. Add any points missing from the list.	topics provided on handout . Select from a list of points to include in objective summary. Add any points missing from the list.	Arrival about selection.	USHMM's " Enemies of the State " and handout and key USHMM's Prisoners of the Camps and handout and key The Arrival from <i>Auschwitz. Not long ago. Not far away.</i>
25 minutes Jigsaw Teaching Groups				
Reconstitute groups so there is at least one expert for each of the four topics in each home group. Give experts each 5 minutes to teach their teammates about their topic and to answer any questions.				
10 minutes				USHMM's Auschwitz Camp Complex
Explain that with Elli's arrival in Auschwitz, we need to know some specifics about that camp—or camp system. This is tough content, so read aloud to the whole group USHMM's Auschwitz Camp Complex . From the key dates, consider also reading the section for October 8, 1941, since Elli is at Birkenau.				
10 Minutes Closing				Leo Bretholz's testimony (4:14)
Explain to students that escapes from Auschwitz were extraordinarily rare, as were escapes from the deportation trains carrying people there. But we have testimony from a man who succeeded. Read Leo Bretholz's bio to the students and play his testimony (4:14). Debrief with students.				

Homework or in class, if time:

read pages 80-92 (about 30 minutes)

Read Nazi Camp System. You do not have to read “key dates” at the end.

Central ideas of Nazi Camp System:

Over the years of the camps’ existence:

- 1. the Nazis imprisoned more groups.*
- 2. the Nazis built and added more camps.*
- 3. the Nazis added more purposes to camps within the system.*

Number any information you would include in an objective summary of “Nazi Camp System” with the number of the central idea above that it supports. Some of these should not be included, so those boxes will be left empty.

- ☐ First camps were prisons for Communists and Socialists.
- ☐ Regime added other populations in 1935.
- ☐ Later added people deemed racially or biologically “inferior,” especially Jews.
- ☐ This racist mentality was based in Nazis’ cruelty.
- ☐ When war began, camp functions changed from imprisonment to forced labor and murder.
- ☐ Forced labor camps meant prisoners were worked to death.
- ☐ Number of camps and prisoners grew a lot during the war.
- ☐ This was a stupid approach because it ruined Germany’s chance of winning the war.
- ☐ Number of prisoners quadrupled three years after start of war to 100,000.
- ☐ Prisoners were from almost every European nation.
- ☐ Extermination camps (killing centers) were in Poland.
- ☐ Several hundred thousand Roma and Soviet prisoners of war were killed.
- ☐ More than 700,000 prisoners were registered in the concentration camps in January 1945.
- ☐ Nazis should have been sent to their own concentration camps after the war.

Is there anything else that should be included?

Read **“Enemies of the State.”** You do not have to read “key dates” at the end.

Central ideas of “Enemies of the State”

While Jews were the Nazis’ primary target,

- 1. Roma had been persecuted well before and through the war.*
- 2. Jehovah’s Witnesses were persecuted in many ways.*
- 3. Gay men, considered “asocials,” also suffered longtime persecution.*

Number any information you would include in an objective summary of “Enemies of the State” with the number of the central idea above that it supports. Leave blank any boxes with points you would not include.

- ☐ Roma were considered racially inferior.
- ☐ By believing that, the Nazis showed how unintelligent they were.
- ☐ Roma had been in Germany since 1400.
- ☐ Roma had been victims of official discrimination long before 1933.
- ☐ Romani families were rounded up and forced to live in special camps under police guard.
- ☐ Jehovah’s Witnesses’ religious beliefs meant they couldn’t join the army or do the “Heil Hitler” salute.
- ☐ It makes no sense that the Nazis, who hated the Jews, also persecuted a Christian group like the Jehovah’s Witnesses.
- ☐ If Witnesses weren’t sent to concentration camps, they lost their jobs, social welfare benefits, and civil rights.
- ☐ Paragraph 175 was a statute criminalizing sexual relations between men.
- ☐ Gay men had to wear a pink triangle on their camp uniforms.

What else is necessary to include?

Read [Prisoners of the Camps](#). You do not have to read “key dates” at the end.

Expand each topic below from “Prisoners of the Camps” into a central idea of one sentence:

1. labeling system
2. Soviet prisoners of war
3. Roma
4. other groups

Number any information you would include in an objective summary of “Prisoners of the Camps” with the number of the central idea’s topic above that it supports. If you would not include a point, leave its box blank.

- ☐ What the Germans did to prisoners in their camps was disgusting.
- ☐ Victims of the killing centers were overwhelmingly Jewish.
- ☐ People from other backgrounds were in forced labor and concentration camps.
- ☐ These were the camps without gassing facilities.
- ☐ These prisoners had it easy.
- ☐ People wore colored triangles to identify the groups they were from.
- ☐ That made it easy for officers to know what group a prisoner was in.
- ☐ Political prisoners (like Socialists, Communists, trade unionists)—red
- ☐ Common criminals (like thieves and murders)—green
- ☐ Roma and “asocials”—black
- ☐ Jehovah’s Witnesses—purple
- ☐ Gay men—pink
- ☐ Letters on the triangles indicated nationality
- ☐ P=Pole
- ☐ SU=Soviet prisoner of war
- ☐ F=French
- ☐ 3,000,000 captured Soviet prisoners of war were forced to work and died from maltreatment or execution.
- ☐ Political prisoners, Jehovah's Witnesses, and gay men were not targeted like Jews and Roma were, and they were sent to concentration camps as punishment.
- ☐ Many died there from starvation, disease, exhaustion, and brutal treatment.
- ☐ Starvation was the worst way to die.

What else is necessary to include?

KEY: Suggested responses are in bold, although students may make valid arguments for different choices. Statements that are “not objective” should not be included.

Central ideas of “Nazi Camp System”:

Over the years of the camps’ existence:

- 1. the Nazis imprisoned more groups.*
- 2. the Nazis built and added more camps and prisoners.*
- 3. the Nazis added more purposes to camps within the system.*

Number any information you would include in an objective summary of “Nazi Camp System” with the number of the central idea above that it supports. Some of these should not be included, so those boxes will be left empty.

- ☐ **1-First camps were prisons for Communists and Socialists.**
- ☐ Regime added other populations in 1935. *too minor and covered in other points*
- ☐ **1-Later added people deemed racially or biologically “inferior,” especially Jews.**
- ☐ This racist mentality was based in Nazis’ cruelty. **Not objective.**
- ☐ **3-When war began, camp functions changed from imprisonment to forced labor and murder.**
- ☐ **3-Forced labor camps meant prisoners were worked to death.**
- ☐ 2-Number of camps and prisoners grew a lot during the war. (maybe)
- ☐ This was a stupid approach because it ruined Germany’s chance of winning the war.
Not objective
- ☐ **2-Prisoners quadrupled three years after start of war to 100,000. (or the bullet two prior)**
- ☐ **1 or 2-Prisoners from almost every European nation**
- ☐ **3-Extermination camps (killing centers) were in Poland.**
- ☐ **1 or 3-Several hundred thousand Roma and Soviet prisoners of war were killed.**
- ☐ More than 700,000 prisoners were registered in the concentration camps in January 1945
- ☐ Nazis should have been sent to their own concentration camps after the war. **Not objective.**

Is there anything else that should be included? **no**

KEY: Suggested responses are in bold, although students may make valid arguments for different choices. Statements that are “not objective” should not be included.

Central ideas of “Enemies of the State”

While Jews were the Nazis’ primary target,

- 1. Roma had been persecuted well before and through the war.*
- 2. Jehovah’s Witnesses were persecuted in many ways.*
- 3. gay men, considered “asocials,” also suffered longtime persecution.*

Number any information you would include in an objective summary of “Enemies of the State” with the number of the central idea above that it supports. Leave blank any boxes with points you would not include.

- ☐ **1-Roma were considered racially inferior.**
- ☐ By believing that, the Nazis showed how unintelligent they were. **Not objective.**
- ☐ Roma had been in Germany since 1400. **too minor**
- ☐ **1-Roma had been victims of official discrimination long before 1933.**
- ☐ **1-Romani families were rounded up and forced to live in special camps under police guard.**
- ☐ **2-Jehovah’s Witnesses’ religious beliefs meant they couldn’t join the army or do the “Heil Hitler” salute.**
- ☐ It makes no sense that the Nazis, who hated the Jews, also persecuted a Christian group like the Jehovah’s Witnesses. **Not objective.**
- ☐ **2-If they weren’t sent to concentration camps, Witnesses lost their jobs, social welfare benefits, and civil rights.**
- ☐ **3-Paragraph 175 was a statute criminalizing sexual relations between men.**
- ☐ Gay men had to wear a pink triangle on their camp uniforms. **maybe 3**

What else is necessary to include?

3-Nazis arrested and tried gay men.

3-Between 5,000 and 15,000 of these “homosexual” offenders were sent to concentration camps.

KEY: Suggested responses are in bold, although students may make valid arguments for different choices. Statements that are “not objective” should not be included.

Expand each topic below from “Prisoners of the Camps” into a central idea of one sentence:

1. Camps used a **labeling system** of colored triangles and country letters to identify prisoner groups.
2. Three million **Soviet prisoners of war** died because of their treatment by the Germans.
3. Like the Jews, **Roma** were targeted for mass murder.
4. While not targeted for mass murder, **other groups** sent to concentration camps also died at the hands of the Nazis.

Number any information you would include in an objective summary of “Prisoners of the Camps” with the number of the central idea’s topic above that it supports. If you would not include a point, leave its box blank.

- ☐ What the Germans did to prisoners in their camps was disgusting. **Not objective.**
 - ☐ **3-Victims of the killing centers were overwhelmingly Jewish.**
 - ☐ **4-People from other backgrounds were in forced labor and concentration camps.**
 - ☐ These were the camps without gassing facilities. **too minor**
 - ☐ These prisoners had it easy. **Not objective.**
 - ☐ **1-People wore colored triangles to identify the groups they were from.**
 - ☐ **1-These made it easy for officers to know what group a prisoner was in.**
 - ☐ Political prisoners (like Socialists, Communists, trade unionists)—red **too minor**
 - ☐ Common criminals (like thieves and murders)—green **too minor**
 - ☐ Roma and “asocials”—black **too minor**
 - ☐ Jehovah’s Witnesses—purple **too minor**
 - ☐ Gay men—pink **too minor**
 - ☐ **1-Letters on the triangles indicated nationality**
 - ☐ P=Pole **too minor**
 - ☐ SU=Soviet prisoner of war **too minor**
 - ☐ F=French **too minor**
 - ☐ **2-3,000,000 captured Soviet prisoners of war were forced to work and died from maltreatment or execution.**
 - ☐ **4-Political prisoners, Jehovah's Witnesses, and gay men were not targeted like Jews and Roma were, and they were sent to concentration camps as punishment.**
 - ☐ **4-Many died there from starvation, disease, exhaustion, and brutal treatment.**
 - ☐ Starvation was the worst way to die. **Not objective.**
- What else is necessary to include? **3-Information about Roma**

Selection: Imagery and Tone

After pages 80-92

Students apply their knowledge of the selection process to analyze a photo from the Auschwitz Album. They compare the photo's communication with the imagery in Elli's description of her family's selection and determine her tone. Finally, they compare and contrast video testimony with the memoir and the photograph.

Approximate time: 45 minutes, plus about 25-30 minutes to read pages 93-106 for homework or in class, if time

Auschwitz. Not long ago. Not far away. connections:

The exhibit displays several wall-sized versions of photographs from the Auschwitz Album.

Objectives:

- Students will apply background knowledge recently gained through reading and listening by analyzing a photograph.
- Students will recognize the limitations of historical photography.
- Students will analyze memoir text for imagery and tone.
- Students will determine how video testimony can corroborate accounts in other forms (memoir, photograph) but can reveal tone and emotion in both verbal and nonverbal ways, where the other two formats use just one of the two.

Standards:

ELA.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.

ELA.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

ELA.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. (with a visual text, in this case)

ELA.RH.6-8.6 Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

ELA.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Procedures	Materials, Resources
25 minutes Photo Analysis Project the second of the four Auschwitz Album pictures from Echoes & Reflections. Try to keep the title/caption from showing on the screen so students are forced to use a visual clue (if they know it) that the location is Auschwitz. Give 10 minutes of quiet time for students to study the photograph and complete the National Archives and Records Administration's Analyze a Photograph or Analizar una fotografia handout (below). The online version in English or Spanish is a fillable pdf you can share with students. Discuss the photo, bringing in all the knowledge that students have from yesterday's jigsaw and from Elli's memoir. Explain that generally photography was forbidden at the camp. This photo comes from what is now called the Auschwitz Album, the only known set of photos taken by the SS to document the process leading up to (but not including) killing in the gas chambers at Auschwitz. Remind students with Holocaust photography, in particular, we almost always get photographs only from the perpetrators' perspective. Ask students to discuss with a shoulder partner how this event might have been photographed differently by: • A Jew on the ramp • A journalist • A member of the International Red Cross	Auschwitz Album pictures from Echoes & Reflections Auschwitz Album (Spanish) pictures from Echoes & Reflections NARA's Analyze a Photograph English NARA's Analizar una fotografia in Spanish NARA's Analyze a Photograph fillable English pdf NARA's Analizar una fotografia fillable Spanish pdf
10 minutes Imagery and Tone Ask: Which of our five senses does this photograph satisfy? [sight] Can we tell from this photograph what it sounded like? Smelled like? Felt like? Tasted like? Does Elli reveal any of that? • “the awful clatter of sliding doors being thrown open” (70) • “cold air rushing into the wagon” (70) • “Rough voices.” (70) • “The pain in my stomach sends a violent wave of nausea up my gullet.” (70)	

• “The night is chilly and damp.” (70) • “Aunt Serena gives a shriek” (71) • “A spasm of nausea hurls a charge of vomit up my throat.” (71) • “Dogs snarl, SS men scream orders, children cry, women weep good-byes to departing men” (71) • “it turns very, very cold” (71) Explain: Imagery is the author’s use of vivid description that appeals to any of the five senses. Are there also examples of Elli’s imagery that appeal to the sense of sight? • “illuminated from behind by an eerie diffused light, the figure looks like a creature from another planet” (70) • “an otherworldly glow lights up tall watchtowers” (70) • “Metal buttons glisten on SS uniforms” (70) Explain: Imagery helps convey the author’s tone, or her attitude toward her subject. With these phrases, what attitude does Elli convey? [Answers will vary: Bewilderment, sickening, foreign.]	
8 minutes Explain that video testimony can report the same events while showing emotion in a different way. Ask students, as they watch, to: 1. jot down at least one experience Ellis Lewin reports that matches either the photograph or Elli’s experience. 2. watch for at least one way he creates tone—conveying his attitude and feelings toward the situation and the Nazis. Note that tone and emotion can be communicated verbally (word choice) and nonverbally. Read this bio for Ellis Lewin, provided by Echoes & Reflections: <i>Ellis Lewin was born on May 22, 1932, in Lodz, Poland. He was forced to live in the Lodz ghetto and later incarcerated in the Augsburg, Dachau, München-Allach, and Kaufbeuren concentration camps. Ellis was also imprisoned in the Auschwitz-Birkenau extermination camp. When the war began, Ellis was seven years old.</i> Play Ellis Lewin’s testimony (3:15) from Echoes & Reflections. Debrief with students.	Ellis Lewin’s testimony (3:15) from Echoes & Reflections
2 minutes Closing Elli will continue to make use of imagery as she describes her experiences. Be sure to watch for her skill in appealing to all senses.	

Homework or in class, if time: Read pages 93-106 (about 25-30 minutes)

Analyze a Photograph



Meet the photo.

What do you see?

Is the photo?

☐ BLACK
AND
WHITE

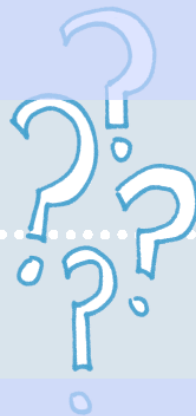
☐ COLOR

Is there a caption?

☐ YES

☐ NO

If so, what does the caption tell you?



Observe its parts.

Circle what you see in the photo.



PEOPLE



OBJECTS



BOTH

What are the people doing in the photo?

What are the objects used for in the photo?

Write two words that describe the photo.

Try to make sense of it.

Who do you think took this photo?

Where do you think this photo was taken?

List something that helps you prove where it was taken.

Why do you think the photo was taken?

How does this photo compare to modern times?

Use it as historical evidence.

Where do you think you could find out more information about the people or objects in the photo?



Analizar una fotografía



Conozca la foto.

¿Qué ve?

¿Es la foto?

☐ BLANCO
Y
NEGRO ☐ COLOR

¿Hay una leyenda?

☐ SÍ ☐ NO

Si es así, ¿qué le dice la leyenda?



Observe sus partes.

Encierre en un círculo lo que ve en la foto.



PERSONAS



OBJETOS



AMBOS

¿Qué están haciendo las personas en la foto?

¿Para qué se usan los objetos en la foto?

Escriba dos palabras que describan la foto.

Trate de darle sentido.

¿Quién cree que tomó esta foto?

¿Dónde cree que se tomó esta foto?

Enumere algo que le ayude a probar dónde fue tomada.

¿Por qué cree que se tomó la foto?

¿Cómo se compara esta foto con los tiempos modernos?

Úselo como evidencia histórica.

¿Dónde cree que podría obtener más información sobre las personas u objetos de la foto?



Irony

After pages 93-106

With their newly developed background knowledge, students now can recognize dramatic irony. They watch a brief video that introduces the three types of irony, and students identify and explain examples of irony from the first 92 pages of the memoir.

Approximate time: 45 minutes, plus about 25-30 minutes to read pages 107-121 in class (if time) or for homework

Auschwitz. Not long ago. Not far away. connections:

- Briefaktion [Operation Postcard] section text
- encoded postcard sent by a prisoner at Auschwitz

Objectives:

- Students will develop an awareness of the three types of irony and identify and justify examples in text.

Standards:

ELA.RL.8.6 Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.

ELA.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Procedures	Materials, Resources
15 minutes Tell students: <i>As I read the first page of Elli's memoir, I was reminded of a fact of history that you may not know: that in December 1944 Hungarian Nazis shot thousands of Jews on the banks of the Danube so they would fall into the river and drown. Since I know this history, I was struck when I read Elli's phrase, "the Danube, the cool, rapid, river pulsates with the promise of life." (p. 12) I knew what was to come on the Danube: not life but death. But Elli, as a girl thinking these thoughts, did not know what I know now.</i>	Teacher Background: USHMM's Agnes Adachi testimony of saving Jews shot into the Danube

<i>There is a name for that in literature, so watch this 10-minute video to learn about this literary device.</i> Play Mr. Williams’s video, Irony & Its Purpose (with Examples and Practice) to teach students about dramatic, situational, and verbal irony.	video: Irony & Its Purpose (with Examples and Practice)
5 minutes <i>Ask: Which type of irony were we talking about, where I, as the reader, know about death on the Danube, but Elli, as her memoir’s main character, does not? [dramatic irony]</i> <i>You can imagine that not all young people reading this book have already learned about Auschwitz and that people were killed in the gas chambers and their bodies burned in crematoria of Auschwitz, yet Livia Bitton-Jackson still wants to create that suspense from dramatic irony. On page 81, she writes, “a heavy cloud of smoke rises from the stacks of a low, gray building on our left.” At that moment, Elli has no idea what the smoke is, but you do. And in case you didn’t, the author adds, “It was only much later that we found out about the smoke. By then we knew all the faces of death. By then we had lived long enough in the realm of death to believe what we found out about the smoke.” While she doesn’t yet state explicitly what the smoke is, she clearly connects it to death and creates suspense for the reader who now knows enough to know that the smoke is more than a weather phenomenon.</i>	
10 minutes Guide the whole group in a discussion of Elli’s hair, which features prominently in the memoir, even before Elli gets to Auschwitz: - On p. 14 Elli believes her straight hair is part of the reason her mother disapproves of her.* On p. 46, Elli talks again about her mother’s disappointment that her hair is straight and that she “was born blonde.” Yet as a teen in the ghetto, her mother now admires her hair: “Nobody has hair as long as yours, or as rich in texture. Or as brilliantly blonde...’ She likes nothing else about me. But my hair makes up for it, I think. Thank God for my hair.” (p.46) - This is an example of situational irony, that Elli’s mother would come to admire the characteristic that most turned her off in Elli’s childhood. - The last line of the quote is a huge foreshadowing, if you want to go into that. - Make sure students know that blond hair is a classic “Aryan” feature—stereotypically, in Nazi racism, all Jews have dark hair. - Emphasize that Elli here still says her mother doesn’t like her; their relationship is truly strained. This will become the ultimate irony, as Elli’s motivation for much of the time in Auschwitz and after is to take care of her mother to keep her alive.	

• On p. 72, Elli’s “Goldene Haar” saves her life, so it’s situational irony that her hair, the cause of disfavor with her mother, is so striking to the SS officer that he keeps her from the gas chamber. ○ It’s also situational irony that her mother, who did not like her hair, has her life saved by Elli’s hair. ○ The point that Elli does not know the alternative was death and we readers do is dramatic irony. • On p. 77, Elli laments that her hair kept her and her mother from being with Aunt Serena. This is dramatic irony, as we readers know Aunt Serena was sent to the gas chamber. It’s also situational irony that what Elli wants—to be with Aunt Serena—means death.	
10 minutes Pair students, asking them to work together to complete the Examples of Irony handout, finding examples of irony through the first 13 chapters of the memoir. Remind them that the video showed some examples can fall into two categories of irony, so consider if any of these could do double duty.	Examples of Irony handout Teacher Key for Examples of Irony Handout
5 minutes Ask for volunteers to share out.	

Homework or in class, if time:
read pages 107-121 (about 25-30 minutes)

Name _____

Examples of Irony in *I Have Lived a Thousand Years*

Page	Quote	Type(s)	Explanation
17	“That night my daydreams are not laced with painful longing. They are anticipatory and real, and I fall asleep in a glow of happy excitement. “There is a sharp knock on the window near my bed.” Bubi brings news of the Germans in Budapest.		
21	“Budapest, the city of my dreams, has become the anteroom of Auschwitz.”		
74	“The huge metal letters loom high and dark above the gothic gate like a sinister crown. WORK SETS YOU FREE.”		
74	“Clusters of people linger on both sides of the road, beyond the fence. Are they men or women? Shorn heads. Gray dresses. They run to the fence and stare. Blank stares. The blank stares of the insane. They have the appearance of the mentally ill.”		

Page	Quote	Type(s)	Explanation
78-79	“The strange creatures we saw as we entered the camp, the shaven, the gray-cloaked bunch who ran to the barbed-wire fence to stare at us, we are them!”		
77	“Some shriek with laughter. Others begin calling out names of friends to see if they can recognize them now. When response comes from completely transformed bodies, recognition is loud, hysterical. Embraces are wild, noisy. Disbelief is shrieked, screamed, gesticulated. Some girls bury their faces in their palms and roll on the ground, howling.”		
78	“I marvel at the beauty of her face. With all accessories gone, her perfect features are even more striking. Her high forehead, large blue eyes, classic nose, shapely lips, and elegant cheekbones are more evident than ever.”		
79	“The Zahlappell lasts almost three hours...At 3 a.m. we would line up with lightning speed, and then stand stiffly and silently for three or four hours...The actual count is accomplished in a few minutes.” “The mad rush outside would culminate in an interminable wait outside. Why are our wet, traumatized bodies, wearing only a single cotton cloak, hurled out into the cold for an endless, senseless wait?”		

Page	Quote	Type(s)	Explanation
79	“We have become members of an exclusive club. Inmates of Auschwitz.”		
92	“Gas? What gas? What did she mean, You’ll be sent to the gas?”		
others			

Name _____ **KEY** _____

Examples of Irony in *I Have Lived a Thousand Years*

Page	Quote	Type(s)	Explanation
17	“That night my daydreams are not laced with painful longing. They are anticipatory and real, and I fall asleep in a glow of happy excitement. “There is a sharp knock on the window near my bed.” Bubi brings news of the Germans in Budapest.	situational dramatic	Just as the goal Elli has been striving for is now about to come to pass, her whole world is about to change, as she and her family will face unimaginable oppression. Some readers know what follows the Germans in Budapest, even if Elli’s parents don’t believe it.
21	“Budapest, the city of my dreams, has become the anteroom of Auschwitz.”	situational	This beautiful city that Elli adores brings the beginning of her persecution.
74	“The huge metal letters loom high and dark above the gothic gate like a sinister crown. WORK SETS YOU FREE.”	Verbal Dramatic	The Nazis intend for no prisoners at Auschwitz ever to be free. They work them to death, so they mean the opposite of what they say. The reader knows this even though Elli does not.
74	“Clusters of people linger on both sides of the road, beyond the fence. Are they men or women? Shorn heads. Gray dresses. They run to the fence and stare. Blank stares. The blank stares of the insane. They have the appearance of the mentally ill.”	Dramatic	The reader knows that the conditions at Auschwitz are so harsh that prisoners are barely able to survive.

Page	Quote	Type(s)	Explanation
78-79	“The strange creatures we saw as we entered the camp, the shaven, the gray-cloaked bunch who ran to the barbed-wire fence to stare at us, we are them!”	Situational	Elli realizes she misjudged the other women when she is in the same position.
77	“Some shriek with laughter. Others begin calling out names of friends to see if they can recognize them now. When response comes from completely transformed bodies, recognition is loud, hysterical. Embraces are wild, noisy. Disbelief is shrieked, screamed, gesticulated. Some girls bury their faces in their palms and roll on the ground, howling.”	Situational	Such hilarity is not expected of prisoners at Auschwitz.
78	“I marvel at the beauty of her face. With all accessories gone, her perfect features are even more striking. Her high forehead, large blue eyes, classic nose, shapely lips, and elegant cheekbones are more evident than ever.”	Situational	In the trauma of processing at Auschwitz, it is unexpected that Elli would notice beauty in her mother she has known all her life, and with such detail.
79	“The Zahlappell lasts almost three hours...At 3 a.m. we would line up with lightning speed, and then stand stiffly and silently for three or four hours...The actual count is accomplished in a few minutes.” “The mad rush outside would culminate in an interminable wait outside. Why are our wet, traumatized bodies, wearing only a single cotton cloak, hurled out into the cold for an endless, senseless wait?”	Situational Dramatic	Elli’s expects the rushing to mean the count will be done soon, not hours later. Elli expects to be kept indoors while wet, but they are sent out in the cold for a long time. The reader knows what Elli doesn’t yet: that the Nazis seek to dehumanize them and torture them.

Page	Quote	Type(s)	Explanation
79	"We have become members of an exclusive club. Inmates of Auschwitz."	Verbal	Elli's language makes it sound like this is a highly sought after, envied status, when no one wants to be a member of this "club."
92	"Gas? What gas? What did she mean, You'll be sent to the gas?"	Dramatic	The reader knows that being sent to the gas means being killed, even though Elli does not.
others			

Forced Labor

After pages 107-121

Students analyze an article about forced labor for irrelevant information and then do a gallery walk of sorts to determine what information about forced labor is added or clarified by photographs and video testimony.

Approximate Time: 45 minutes, plus about 30 minutes to read pages 122-140 for homework or in class, if time

Objectives:

- Students will develop an understanding of the extent and brutality of Nazi forced labor.
- Students will recognize forced labor connections to Auschwitz.
- Students will analyze text for irrelevant information and for best progression of ideas.

Auschwitz. Not long ago. Not far away. Connections:

- Camp prisoner uniform and clogs
- Slave Labour: pencil sketches, map
- Tools from the camp workshop
- Life in the Camp video
- Barrack from Auschwitz-Monowitz

Standards:

ELA.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

ELA.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

ELA.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

ELA.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Procedures	Materials, Resources
5 minutes Opening <i>The EVZ foundation is a German federal organization that has a mission “to keep the memory of National Socialist persecution alive and to work for human rights and international understanding.” They have had a particular focus on forced labor under the Nazis, and they give the following statistics:</i>	Nazi Socialist forced labor: Exploited and “forgotten” from EVZ

• <i>From 1939-1945 approximately 13 million people were forced to do labor within the German Reich, the area of Germany and the territories it conquered and added to its own country.</i> • <i>13 million more were forced laborers in territories that Germany occupied or controlled.</i> • <i>Total: 26 million people in forced labor</i> • <i>25% of the German economy's workers were forced laborers (quoting Digital Archive, "Forced Labor 1939-1945")</i> <i>We're going to read an article to get information about prisoners forced to work at labor camps across the Nazi camp system.</i>	
10 minutes Read article Ask students to read USHMM's Forced Labor independently or in pairs. Consider printing out the article and numbering the sentences for students.	USHMM's Forced Labor
10 minutes Lead a whole-group discussion: <i>The purpose of this article is to inform students about forced labor during the Holocaust, with a particular focus on Jews targeted for forced labor.</i> • <i>The first paragraph establishes both ghettos and forced-labor camps as sites of forced labor and the role of labor in postponing murder. Guide students to discover irrelevant sentences:</i> ◦ Sentence 2, "Jewish laborers were also subjected to humiliating treatment, as when SS men forced religious Jews to submit to having their beards cut" is important information but not relevant to forced labor. (It would fall more appropriately in a piece about ghetto life or mistreatment of Jews in German society.) ◦ Arguably, the first sentence is off topic and irrelevant, particularly since the article does not develop the idea of forced labor for humiliation. • Furthermore, the article states, "The ability to work could save one's life, but most often only temporarily" but leaves readers at the end of that sentence wondering: Why, if someone could work, would his life not be spared? Another sentence interrupts the answer that comes later: "Jewish labor, even forced labor, was considered expendable." Moving that back a sentence leaves the sentence, "Jews deemed unproductive by the Nazis were often the first to be shot or deported" leading logically into the last sentence of the paragraph, which, otherwise, appears irrelevant—important, but not relevant to forced labor as it stands, all alone.	

- Discuss with students how paragraph 2 introduces and develops the claim that forced labor was leveraged to help the flailing German war effort and how paragraph 3 expands on this information with examples of industries and companies that used forced labor. Is there anything irrelevant or off topic in either of these paragraphs? - The argument can be made that the last sentence of paragraph 3, while important, is irrelevant to that paragraph. The article would benefit from a separate paragraph with evidence to mount the idea that prisoners were worked to death. - The purpose of the remaining paragraphs is to give examples of events and sites of forced labor. Ask students if the information in all of these three paragraphs is relevant. - Most of the last paragraph is not about forced labor but ransom.	
20 minutes Stations If you can, print out the map and photos (or a selection of them) from the list below and post them around the room. If possible, add 3 stations, each with a device to play one of the 3-minute testimonies from the list below. Have students move among the print and testimony stations, working in pairs to complete the Forced Labor stations handout. If you can't create stations, give students the link to the Forced Labor Media Essay to view several photos and to listen to testimonies. Have students work in pairs to complete the Forced Labor stations handout. If that also is too difficult, project the map, play at least one testimony, and show a selection of photographs whole group as time allows. Have students complete the Forced Labor stations handout. - USHMM map: Major Nazi camps in Greater Germany, 1944 - USHMM testimony: Sigfried Halbreich describes conditions and forced labor in the Gross-Rosen Camp - USHMM testimony: Norbert Wollheim describes forced labor at the Buna Works - USHMM testimony: Ruth Meyerowitz describes sabotage effort in Malchow Munitions Factory - USHMM testimony: Sally Pitluk describes forced labor in Budy (Budy is a subcamp of Auschwitz. Ms. Pitluk's tattoo is visible in the video.) - These three USHMM photographs together as one station: Granite quarried at Mauthausen View of the 183 steps leading from the quarry in the Mauthausen concentration camp	From USHMM: Forced Labor Media Essay Forced Labor stations handout Major Nazi camps in Greater Germany, 1944 Sigfried Halbreich testimony Norbert Wollheim testimony Ruth Meyerowitz testimony Sally Pitluk testimony Granite quarried at Mauthausen

○ Prisoners carry large stones up the “stairs of death” (Todesstiege) from the Wiener Graben quarry at the Mauthausen concentration camp • USHMM photograph: Forced labor in Plaszow (These are women working at the camp where Elli and her mother were forced to labor.) • USHMM photograph: Forced labor in Buchenwald	183 steps leading from the quarry in Mauthausen camp Prisoners carry large stones up the “stairs of death” Forced labor in Plaszow Forced labor in Buchenwald
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Homework or in class, if time:

Read pp. 122-140 (about 30 minutes)

Name _____

Forced Labor

For each station you visit, indicate at least one fact that the primary source reveals about forced labor in the Nazi camp system.

USHMM map: Major Nazi camps in Greater Germany, 1944

testimony: Sigfried Halbreich describes conditions and forced labor in the Gross-Rosen Camp

testimony: Norbert Wollheim describes forced labor at the Buna Works (“Buna” is the German word for synthetic rubber, needed for the war effort and produced by the company, I.G. Farben, which had a factory at Auschwitz III—a short distance from Birkenau—where prisoners were forced to work in terrible conditions. Auschwitz III is also called Buna or Monowitz, the name of the town where the camp was built.)

testimony: Ruth Meyerowitz describes sabotage effort in Malchow Munitions Factory

USHMM testimony: Sally Pitluk describes forced labor in Budy (Budy is a subcamp of Auschwitz.)

photograph: Forced labor in Buchenwald

Three photographs together as one station:

- **Granite quarried at Mauthausen**
- **View of the 183 steps leading from the quarry in the Mauthausen concentration camp**
- **Prisoners carry large stones up the "stairs of death" (Todesstiege) from the Wiener Graben quarry at the Mauthausen concentration camp**

photograph: Forced labor in Plaszow (These are women working at the camp where Elli and her mother were forced to labor.)

The Process at the Gas Chambers and Auschwitz: Summarizing

After reading pages 122-140

As Elli and her mother are about to be moved from Auschwitz, students read a brief text that explains the steps prisoners went through when they were sent to the gas chambers. Students collaborate to synthesize all they have learned about Auschwitz from Elli's memoir, from various informational texts, from survivor testimonies, and from other primary sources, and each group writes a list of facts that are essential to include in a multi-paragraph summary of Auschwitz. They then read such a text to consolidate their own understanding and to see if all of the points from their list were included.

Approximate time: 45 minutes, plus about 30 minutes to read pages 141-153 for homework or in class, if time

Auschwitz. Not long ago. Not far away. connections:

The Lethal Core section:

- Reproduction of a tower cage used to drop Zyklon-B into the gas chambers
- Reproduction of a gas chamber door
- Door to a crematorium oven

Objectives:

- Students will develop an understanding of the process used at the gas chambers.
- Students will synthesize information from multiple sources consulted so far to prioritize facts most important to understand about Auschwitz.

Standards:

ELA.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELA.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

ELA.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

ELA.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELA.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

ELA.W.9-10.7 ...synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Procedures	Materials, Resources
Opening 5 minutes Show the USHMM maps, European Rail System, 1939 and Killing Centers in German-occupied Poland, explaining that of these five killing centers, only Auschwitz also doubled as a forced-labor camp.	USHMM maps: European Rail System, 1939 Killing Centers in German-occupied Poland
Informational Text 10 minutes <i>While selection happened at arrival, Elli's memoir emphasizes that Auschwitz prisoners continually went through selections, as those unable to work were sent to the gas chambers.</i> Ask students to read USHMM's At the Killing Centers, including the Key Dates section. Review with students: • The Nazis developed the process of murder by gassing in the T4 Program, in which they killed people with disabilities. • While the type of poisonous gas differed, the process largely was the same at all killing centers. Ask students to refer to the text to write the steps of the process that the victims went through at the gas chambers. Student responses should include: • undressing (Kanada will be discussed soon, in a future lesson), reportedly for a shower for disinfection • locking many prisoners into what they were told is a shower room • Either carbon monoxide was pumped in or—at Auschwitz—Zyklon B pellets were dropped in (forming poisonous gas when they met air) and people suffocated (in about 15-20 minutes).	USHMM's At the Killing Centers USHMM's photograph of a Casting of Majdanek Gas Chamber Door

• Prisoners had to move the bodies to a nearby room. • Prisoners were forced to confiscate hair, gold teeth, and jewelry from the bodies, and • cremate the bodies. Briefly explain to students that the prisoners forced to perform these tasks with the bodies were called the <i>Sonderkommando</i>. Students will need to know that name when the Sonderkommando revolt is discussed in a future lesson. Show students USHMM's photograph of a Casting of Majdanek Gas Chamber Door and discuss the caption. Explain that the <i>Auschwitz. Not long ago. Not far away.</i> exhibit includes a reproduction of a gas chamber door from Auschwitz. It is in stark white to indicate that it is a reproduction, since the exhibit includes 500+ authentic artifacts from Auschwitz. Similarly, there is a reproduction of the Zyklon-B column in bright white in the exhibit.	
Collaboration 10 minutes Arrange students into heterogeneous groups of 3-4 students, assigning them to write a list of the 8 (or 10) points they believe must be included in a brief but multi-paragraph overview of Auschwitz for students. Encourage students to consider all the primary and secondary sources they have used: informational texts, Elli's memoir, testimony, photographs, maps.	
Informational Text 10 minutes Instruct groups to read USHMM's Auschwitz Camp Complex, checking off facts on their list as they are discussed in the text.	USHMM's Auschwitz Camp Complex
Closing 10 minutes Discuss either whole group or between pairs of groups: • What is one fact on your list that USHMM did not include? Why did your group feel that information was crucial? • What is one fact USHMM did include that was not on your list? Do you agree that information was important enough to include?	

Homework or in class, if time:

Read pages 141-153 (about 30 minutes)

Death Marches

After reading pages 141-153

Students will be introduced to basic information about death marches, as Elli is sent from Auschwitz in September 1944, before the death marches of January 1945. Elli will be sent by train on a death march later. As statistics and poetry are juxtaposed, students will consider how we translate overwhelming statistics into stories of individuals.

Approximate time: 45 minutes, plus about 20-25 minutes to read pages 154-164 for homework or in class, if time

Auschwitz. Not long ago. Not far away. connections:

- “Destroying Evidence” section
 - Text about the death marches out of Auschwitz
- *People featured in the exhibit (Deportation video)

Objectives:

- Students will develop an understanding of death marches, especially using maps to extrapolate circumstances of the marches.
- Students will determine claims in a secondary source that have evidence in primary sources.

Standards:

ELA.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

ELA.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

ELA.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

ELA.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Procedures	Materials, Resources
5 minutes Project photo of Arbeit macht frei gate from Auschwitz I by John Karwoski. <i>By January 18, 1945, about 60,000 Auschwitz prisoners were ordered out of Auschwitz, just nine days before the Soviets liberated the camp. (Elli and her mother were sent from Auschwitz earlier, in September 1944.) Unlike what this gate promises, they were not set free. They were sent on death marches. Read</i>	photo of Arbeit macht frei gate from Auschwitz I by John Karwoski

this brief article, Death marches from the concentration camps from Anne Frank House. Then collaborate with your shoulder partner to determine two things: 1. <i>What was a death march?</i> [Be sure students understand that the death marches were to other camps further west.] 2. <i>What two reasons motivated the Nazis to take thousands of prisoners on death marches?</i> [to continue to force the prisoners to labor for them and to keep the prisoners from being able to tell the Soviets of their crimes]	Death marches from the concentration camps from Anne Frank House
15 minutes Maps Project USHMM map, major death marches and evacuations, 1944-1945. Guide students in a whole-group analysis of the map and accompanying text. • <i>What is the purpose of this map?</i> • <i>Does it accomplish that purpose?</i> • <i>What parts of the story aren't told by this map?</i> Explain: <i>This map shows just some of the many death marches.</i> Project USHMM map, major death marches from Auschwitz, January 1945. Explain: • <i>Since this is a political map, it lacks features such as rivers and lakes. There are mountainous regions on this map too. How would that have affected their routes?</i> • <i>People had to march for miles and miles and miles, but some portion of their march may be by train. Although Elli was transported in cattle cars, by January, usually prisoners were not in cattle cars, as at deportation, but in coal cars—open top (no roof in winter) and metal walls (which conduct cold).</i> • <i>Death marches usually involved thousands of prisoners—even tens of thousands of prisoners. They couldn't bunk for the night with the family living in the house on the corner of the town or village they happened to be marching through. Perhaps there would be a barn, but usually prisoners slept in fields or forests. In January snow.</i> Ask students in small groups to brainstorm a list of everything people would need to bring to march and ride trains in these conditions. Ask groups to share out what is on their lists to get an idea of one master class list. Ask students, <i>What on this list do you think Nazis gave the prisoners or brought for them on the death marches?</i>	USHMM map, major death marches and evacuations, 1944-1945 USHMM map, major death marches from Auschwitz, January 1945

<i>The article very briefly answers this--nothing. As we watch three brief testimonies, consider what these videos can tell us what the death marches were like.</i>	
15 minutes Testimonies Ask students to look back at Death marches from the concentration camps from Anne Frank House. As you watch these testimonies, consider the respective advantages of learning about death marches from the article and from these testimonies. Fritzie Weiss Fritzshall* was on a death march from Auschwitz. Play clip (1:30) Tell students: <i>On her death march, Fritzie ran into a forest, where she was later liberated.</i> Lilly Applebaum Malnik*, who also was sent on a death march from Auschwitz, talks about what a risk it was to escape into the forest. Play clip (2:00) Point out to students where Bergen-Belsen is on the map. Steven Springfield was on a march from a different camp, but he was with his brother. Play clip (2:00) <i>Steven and his brother were later liberated by the Soviets.</i> Have pairs share out the respective advantages of learning about death marches from the article and from these testimonies. [The article is concise, conveying essential facts quickly. It delineates causes and effects. However, it offers little insight into the excruciating experience of the death march, which testimonies provide.]	Testimonies from USHMM: Fritzie Weiss Fritzshall* Lilly Applebaum Malnik* Steven Springfield
10 minutes Closing Tell students: <i>About 200,000-250,000 people died on death marches, and about a fourth of them were Jews, but we can't be sure of exact numbers.</i> <i>We have more reliable statistics on deaths of Jews killed at camps and by the Einsatzgruppen.</i> Pass out to each student a copy of How should we study the "Final Solution"? handout from Echoes & Reflections EXCEPT cover up the right column, with the poem, as you make the copies. Also white out the last two paragraphs in black at the top. Ask students: <i>As you look at these statistics, what do you notice? What do you wonder?</i>	How should we study the "Final Solution"? handout from Echoes & Reflections How should we study the

Then project or pass out a copy with the original version of the handout and ask for a volunteer to read the poem excerpt aloud. Ask students to discuss with their shoulder partners the questions from the handout: <i>“How do you interpret the lines from the poem in light of the statistics? What does it say to you about how we should study the Final Solution?”</i> Ask students to share out. Students should recognize that their work in learning individual stories—by listening to testimonies and reading memoirs like Elli’s—gives us a window into those “ones.” <i>Several “ones” have their stories told through the exhibition, including survivors who later settled in Cincinnati. Be sure to take the time on site to read and grasp these stories.</i>	“Final Solution”? (Spanish) handout from Echoes & Reflections
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Homework or in class, if time:
 Read pages 154-164 (about 20-25 minutes)

Kanada and Prisoners Helping Fellow Prisoners

After pages 154-164

Elli realizes the luxurious coat she has been issued was stolen from another prisoner, perhaps at Auschwitz. This lesson introduces students to Kanada in preparation for a major section of the exhibition. Through testimony and photographs, students develop their understanding of Kanada, including an example of resistance in Kanada.

Approximate time: 45 minutes, plus reading (about 20-25 minutes for pages 165-177)

Auschwitz. Not long ago. Not far away. connections:

- Pair of prisoner clogs with uniform
- SS jackboots
- Photograph of men in Auschwitz shower room holding onto their boots
- A major portion of the exhibit includes personal items from Kanada.
- Most of the photographs in this lesson come from the [Auschwitz Album](#), the source of many of the photos reproduced larger than life on exhibit walls. One photo* from this lesson is on the wall of the Kanada section of the exhibition.

**Person featured in the exhibit (Camp Life)

Note: To gain access to the free testimonies in this lesson, the teacher must [create a free account for IWitness](#).

Objectives:

- Students will analyze three types of primary sources (memoir, testimony, and photographs) to develop an understanding of Kanada's role at Auschwitz.
- Students will begin to recognize different possibilities and forms of resistance at Auschwitz, particularly those where a prisoner helps a fellow prisoner, despite the risk to himself or herself.

Standards:

ELA.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

ELA.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

ELA.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

ELA.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

ELA.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Procedures	Materials, Resources
Opening 5 minutes Project remember.org's photo of the clogs or “wooden shoes” that were issued to prisoners at Auschwitz and other camps. Ask why these might be problematic, at the least. If needed, prompt students: • <i>Do all of those look like matched-size pairs?</i> • <i>Do you think prisoners were asked their shoe size when they were handed clogs? What if a prisoner's clogs were too small? What if they were too big?</i> • <i>Do those look comfortable?</i> • <i>How about without socks? Prisoners weren't issued socks.</i> <i>Members of the SS wore tall jackboots, like the guard in this movie clip is wearing. You will see a pair of SS jackboots in the exhibit. Watch how even the guard struggles to walk in the mud, let alone the prisoner. The prisoner in this scene does not even have the wooden clogs; she wears her own lace-up shoes that fit her. A survivor advised for this film to accurately depict what it was like to walk across unpaved Auschwitz, with only dirt walkways that turned to mud whenever it rained.</i> • Play an 18-second clip from Sophie's Choice on mute and without closed captions: 1:30:22-1:30:40. (The narration does not add anything to the instruction and serves as a distraction.) If you can, preload it so the screen with the film title does not show, as the whole film is not appropriate for students this young. Play a second time if students need it to see both women. <i>These clogs were the only issued items that prisoners in Birkenau might have been permitted to improve upon. Sometimes prisoners were allowed to keep boots that they arrived with. (There is a photograph in the exhibit that shows men in the showers holding onto their own boots.) Their other chance to exchange out these clogs is if they—or someone they knew—worked in Kanada, the warehouses where prisoners sorted the stolen belongings that deportees had brought with them, expecting to be “resettled” rather than killed or forced into labor without their own property. Prisoners called the warehouses full of victims' possessions “Kanada” because they associated the country of Canada with richness and plenty and extensive resources and goods.</i>	Kanada remember.org's photo of clogs clip from Sophie's Choice Play on mute without closed captions. 1:30:22-1:30:40

30 minutes

Photography was almost completely forbidden at Auschwitz, but a few photographs do exist. The photos in this three-minute video were taken by an SS photographer. Watch how Dr. Tritter discusses Kanada and analyzes the fourth photo, finding individual elements within it—including shoes.

- Play 9:07-11:51 clip from HMTC's [Curator's Corner: Photograph of the Kanada Warehouse in Auschwitz](#). (3:00)

Ask students to brainstorm and list with a shoulder partner: *What items do you think people brought to Auschwitz (and other camps) for "resettlement"? In other words, what might be in the Auschwitz museum now?*

- Share out.
- Point out to students that artifacts in the *Auschwitz. Not long ago. Not far away.* exhibition come from Kanada and will include exactly some of the personal items they mentioned.

Post one of the following pictures from Yad Vashem through USHMM in each of the four corners of the room. Direct students to a corner by heterogeneous grouping, such as students born Jan., Feb., March in this corner, and so on.

- [USHMM Photograph 77296](#)
 - Make sure students can distinguish new arrivals.
- [USHMM Photograph 77384](#)
 - Make sure students notice the mountain of bundles in the background and how long the train seems to go—and that there are only prisoners present, at least in frame,—no new arrivals any more.
- [USHMM Photograph 77395](#)
 - Make sure students notice the fence post in the background—they will see some like this in the exhibition. If you look closely, you can even make out some of the barbed wire.
- [USHMM Photograph 77396*](#)
 - Make sure students notice the center girl smiling in this photograph. Why could that be? [According to Heather Dune Macadam in *999: The Extraordinary Young Women of the First Official Jewish Transport to Auschwitz*, "The SS photographer insisted that she smile so that he could show the photo to the Red Cross." (photo p. 12)]
- Direct groups each to analyze their photo and select a recorder to fill in Echoes & Reflections [See, Think, Wonder](#) handout with the group's input. Advise students to look closely for details. Circulate, asking questions to help students to connect to their recent learning. Since these are perpetrator photographs, students should consider what might be happening out of the frame.

HMTC's
[Curator's
Corner:
Photograph of
the Kanada
Warehouse in
Auschwitz](#)
9:07-11:51

[For teacher
background:
HMTC's
Curator's
Corner:
Photograph of
the Kanada
Warehouse in
Auschwitz \(full
length\)](#)

[USHMM
Photograph
77296](#)

[USHMM
Photograph
77384](#)

[USHMM
Photograph
77395](#)

[USHMM
Photograph
77396*](#)

Echoes &
Reflections

Ask groups to share out what is happening in their photo and one thing that stood out to them and one thing they wonder about.	See, Think, Wonder Echoes & Reflections See, Think, Wonder (Spanish)
5 minutes Resistance in Kanada Some prisoners assigned to work sorting goods in Kanada performed their own acts of resistance, smuggling goods to improve daily life for themselves or for friends in the camp. Like the women who helped Elli rescue her mother from the infirmary, they did this despite the danger of being beaten or even killed. Explain that we will watch three one-minute testimony clips of Jewish survivors: Eva Davis** at IWitness - Tell students: <i>Listen for how Eva helped her uncle.</i> Play 7:10-8:13 (1:00) - Ask students to listen for the items other prisoners wanted Eva to sneak out for them. Play 3:36-4:08 (1:00) Irene Zisblatt at IWitness. - Ask students: <i>How does Irene say she and others working in Kanada helped fellow prisoners?</i> [They would wear the wooden shoes to work and “leave them in the mud” and wear back a pair of shoes to give to one of their fellow prisoners.] - Play 9:52-10:41 (1:00) <i>Can you picture what Irene means about her wooden shoe’s getting stuck in the mud?</i>	IWitness testimonies: Eva Davis * 7:10-8:13 3:36-4:08 Irene Zisblatt 9:52-10:41
5 minutes Closing Explain: <i>Jews found many ways to resist against the Nazis during the Holocaust. Going against Nazi rules in Auschwitz by taking needed items from Kanada was but one example of resistance. Many prisoners resisted by helping fellow prisoners, as we have heard in the testimonies we watched today and as we read in Elli’s memoir.</i> <i>Some forms of resistance did not help other prisoners, at least not directly, but it was worth it to prisoners to take the risk of endangering their own safety to sabotage the Nazis, and women and girls in Kanada even found a way, which we will learn in this three-minute testimony from Linda Breder [from IWitness]. Play 8:22-11:25 (3:00)</i>	Linda Breder testimony from IWitness 8:22-11:25

Homework or in class, if time:
read pages 165-177 (about 20-25 minutes)

Resistance

After pages 165-177

In this section, students read about the small favors Mr. Schiedel does for Elli, despite the rules and the danger to himself. This lesson introduces students to another act of resistance that took place at Auschwitz and is featured in the exhibition: the Sonderkommando revolt, which was accomplished with the help of several young Jewish women. Importantly, students not only develop skills in understanding and analyzing a podcast, but this podcast, in particular, prepares students for the narrative-with-testimony format similar to the audioguide that is provided to every exhibition visitor. Students are reminded of the many more private acts of resistance.

Approximate time: 45 minutes, plus optional extensions, plus reading pages 178-193 (about 30 minutes) for homework or in class, if time

Auschwitz. Not long ago. Not far away. connections:

- “Informing the World” section includes:
 - Text about the Sonderkommando revolt, along with prewar photos of the four women hung for sneaking gunpowder from their worksite to the Sonderkommando. (The photo of Ester Wajcblum is a childhood photo that includes her sister, Hanka, whose name later became Anna Heilman and whose testimony is included in videos in the exhibition and in the podcast for this lesson.)
 - A pre-revolt photo of crematorium 4, a target of the revolt
 - A photo of the notes of Sonderkommando Zalman Gradowski and the thermos he buried them in
 - Text about and photo of Witold Pilecki, commonly called the “Volunteer of Auschwitz,” a non-Jewish member of the Polish underground, who volunteered for a roundup in 1940 to infiltrate Auschwitz to send out reports about it to the Polish resistance. He managed to escape from Auschwitz.
 - Photos of Jews Rudolph Verba and Alfred Wetzler, who escaped Auschwitz in April 1944 to warn about preparations to gas Hungarian Jews, along with a spread from their report, the Auschwitz Protocols
 - Audioguide includes audio of testimony throughout the exhibit
- *People featured in the exhibit (Deportation video)

Objectives:

- Students will become familiar with a few of the elements common to many podcasts.
- Students will understand the role of women in the Sonderkommando revolt and will hone their listening skills to analyze the relationship between a secondary and primary sources on the topic.

Standards:

ELA.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

ELA.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ELA.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

ELA.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELA. SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

ELA.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

ELA.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Procedures	Materials, Resources
25 minutes first “read”/listen Remind students of small acts of resistance we learned about yesterday: girls in Kanada stealing small goods for their friends, the Kanada girls’ hiding notes in sorted clothes sent to Germany. Explain: <i>Merriam-Webster has two definitions of resist that connect to these actions:</i> <i>To work to counteract or defeat [explain the prefix counter-]</i> <i>German recipients of clothes likely would be grateful to the Nazis, but finding the note could counteract their appreciation of the Nazis.</i> <i>To withstand the force or effect of</i> <i>Taking the morsels of food from Kanada to help fellow prisoners to withstand the effect of the Nazis’ starvation rations</i> Arrange students into heterogeneous triads. Explain: <i>We are going to listen to a podcast about one of the most famous acts of resistance at Auschwitz. (Pass out the Echoes & Reflections Teaspoons of Gunpowder transcript to students who need written support for or in lieu of listening.)</i>	Merriam-Webster resist Echoes & Reflections Teaspoons of Gunpowder transcript Podcast Analysis handout Podcast analysis KEY

Explain briefly some common elements of a podcast: introductory information that is repeated every episode [the first two paragraphs] and usually a “hook” to grab the reader’s attention about the content of this episode [the next two paragraphs] before starting into the episode’s content. This podcast has a single host, with guest testimony added at certain points. Music and sound effects help make it an engaging podcast. Pass out the Podcast Analysis handout (below). Explain: <i>On this first “read”/listen of the 16-minute podcast, we will listen to the whole podcast straight through just to learn this story of the women who participated in the resistance. Don’t worry yet about any questions on the handout except for the first one. Listen for when the host defines the term Sonderkommando—about ¾ of the way through—and write that down.</i> Play Echoes & Reflections Teaspoons of Gunpowder podcast. Ask triads to confirm their definition of <i>Sonderkommando</i> together. Ask students to collaborate on the answer to #2.	Echoes & Reflections Teaspoons of Gunpowder podcast
15 minutes close “read” Explain: <i>The clips of audio from Anna Heilman* and Darrio Gabbai* come from their testimonies—primary sources. Sheryl Ochayon’s storytelling is a secondary source.</i> <i>Let’s examine how these two types of sources show how ideas and events combined and fit into different categories through the events of the Sonderkommando revolt.</i> Play each of these clips, one at a time, giving triads time to collaborate on answers to the numbered questions and then share out after each one. 3) 5:02-7:18 • “During the Warsaw Ghetto Uprising, the youth movement fought back...” through “We started to think, well, what can we do in order to help.” 4) 8:11-11:23 • “The women took a huge risk by stealing gunpowder...” through “They smuggled the gunpowder, spoonful by spoonful, over a period of at least 7 months, risking their lives every single day.” 5) 11:24-12:14	

• “At Birkenau, the gunpowder reached Roza (or Ruzha) Robotka ...” through “They were the prisoners forced by the Germans to facilitate the killing process by working in the gas chambers and crematoria.” 6) 12:55-13:30 • “So these men decided to document what they saw...” through “One of the Sonderkommando prisoners actually slept on top of some of them in order to hide them.”	
5 minutes closing <i>There are many examples of resistance at Auschwitz, some famous and many more private. What are some of the acts of resistance we have seen Elli and her family perform?</i> • The family buries most precious jewelry in the cellar. (p. 27) • Elli keeps her book of poems from the collection of all paper at the ghetto. (p. 57) • Elli rescues her mother from the infirmary. (p. 133) • Elli jumps out of line after she has failed selection to be reselected and pass so she can stay with Mommy. (p. 138) • Mommy hides a treasured handkerchief in her shoe. (p. 141) • Elli attacks the guard who is twisting Mommy’s arm. (p. 142) • Elli and Mommy bring food to Bubi. (p. 171)	

Extensions:

- Give students resources to learn about the resistance and escape of Witold Pilecki. Or guide them to research the story themselves.
 - [The Story of Witold Pilecki](#) (7:16) by Instytut Pileckiego. All in English
 - [The Man Who Volunteered to go to Auschwitz](#) (10:46) by the BBC. This version includes parts with experts speaking in Polish with English subtitles. NOTE: This includes a few seconds of modern-day footage of the empty gas chamber and crematorium at Auschwitz I.
 - [The Daring Polish Resistance Fighter Who Volunteered to Be Sent to Auschwitz So He Could Sabotage the Nazi Death Camp From the Inside](#) by Smithsonian magazine
- Give students resources to learn about the resistance and escape story of Rudolf Verba and Alfred Wetzler and how they saved perhaps hundreds of thousands of Hungarian Jews by writing the Auschwitz Protocols. Or guide them to research the story themselves.
 - *Impossible Escape* by Steve Sheinkin recounts the story in literary nonfiction with informational text woven throughout. It is appropriate for middle schoolers.

- An equally engaging adult book, as background for teachers, is *The Escape Artist: The Man Who Broke Out of Auschwitz to Warn the World*. It describes the same important touchpoints in Vrba's story and adds even more detail about his time in Auschwitz and adds information about Vrba's life after the war.
- [Rudolf Vrba's life story](#) from Holocaust Memorial Day Trust
- [Rudolf Vrba's easy-to-read life story](#) from Holocaust Memorial Day Trust

Homework or in class if time:

Read pages 178-193 (about 30 minutes)

Name _____

**Analysis of primary sources used within a secondary source
of a podcast from Echoes & Reflections:**

Teaspoons of Gunpowder: Women Prisoners in Auschwitz and the Armed Resistance

1. Define *Sonderkommando*

2. Sheryl, the host, states, "It was also incredibly dangerous to smuggle the gunpowder out of the isolated gunpowder room." Later she says, "For reasons of secrecy, the women in the chain of smugglers didn't know everyone's identities."

Using the context in these sentences, what does "smuggle" mean?

For each segment below that your teacher replays, answer the accompanying question.

3. "During the Warsaw ghetto uprising, the youth movement fought back..."
What two types of information combined to embolden the women to believe they could resist the Germans?

4. “The women took a huge risk by stealing gunpowder...”

Stealing the gunpowder was a process. Circle below steps to remove the gunpowder from the isolated gunpowder room, even though every woman working in the room was searched. Underline the strategies used to get the stolen gunpowder back to camp under the threat of searches.

- Estusia collected the gunpowder at her workstation next to the door of the isolated room
- At her workstation, Anna hid the gunpowder in the cuff of her dress.
- Women hid the gunpowder in pieces of paper or cloth.
- Estusia put a little gunpowder in a rag tied with string.
- Women hid the stash in their shoes, under their arms, or on their bodies.
- Estusia put the rag of gunpowder in a box and covered it with another box of trash.
- Anna pretended to be doing work with two metal boxes used for trash and went to Estusia’s door to retrieve the “trash” and put it under her table
- If it turned out there was a search, the women unwrapped the gunpowder and let it fall to the ground.
- The prisoner would shuffle her feet to make the gunpowder blend into the dirt.

5. “At Birkenau, the gunpowder reached Roza (or Ruzha) Robota...”

How did Roza Robata link the women in the Union factory to the Sonderkommando?

6. “So these men decided to document what they saw...”

Like the young women smuggling gunpowder for them at the factory, the men of the Sonderkommando adapted to their limiting and cruel circumstances to resist. What strategies did they employ?

7. What was Sheryl's motive in telling the story of the women who stole the gunpowder?
8. Sheryl has written several informational texts about events in the Holocaust. Why do you think she chose to share this story in a podcast form rather than written?
9. Sheryl is an engaging storyteller, but she included clips of Anna Heilman's testimony. Why did she make that choice?

Name _____ KEY Answers will vary. _____

**Analysis of primary sources used within a secondary source
of a podcast from Echoes & Reflections:**

Teaspoons of Gunpowder: Women Prisoners in Auschwitz and the Armed Resistance

1. Define *Sonderkommando*

prisoners forced by the Germans to facilitate the killing process by working in the gas chambers and crematoria

2. The host states, “It was also incredibly dangerous to smuggle the gunpowder out of the isolated gunpowder room. Later she says, “For reasons of secrecy, the women in the chain of smugglers didn’t know everyone’s identities.”

Using the context in these sentences, what does “smuggle” mean?

To secretly take something illegally to a different location

For each segment below that your teacher replays, answer the accompanying question.

3. “During the Warsaw ghetto uprising, the youth movement fought back...”

What two types of information combined to embolden the women to believe they could resist the Germans?

Anna’s and Estusia’s story of the armed resistance of the Warsaw Ghetto Uprising combined with news from outside—that the Germans were losing the war, with the war coming to an end, and that the partisans planned a revolt in concert with the Underground inside the camp.

4. “The women took a huge risk by stealing gunpowder...”

Stealing the gunpowder was a process. Circle below steps to remove the gunpowder from the isolated gunpowder room, even though every woman working in the room was searched. Underline the strategies used to get the stolen gunpowder back to camp under the threat of searches.

- Estusia collected the gunpowder at her workstation next to the door of the isolated room
- Estusia put a little gunpowder in a rag tied with string.
- Estusia put the rag of gunpowder in a box and covered it with another box of trash.
- Anna pretended to be doing work with two metal boxes used for trash and went to Estusia’s door to retrieve the “trash” and put it under her table

- At her workstation, Anna hid the gunpowder in the cuff of her dress.
- Women hid the gunpowder in pieces of paper or cloth.
- Women hid the stash in their shoes, under their arms, or on their bodies.
- If it turned out there was a search, the women unwrapped the gunpowder and let it fall to the ground.
- The prisoner would shuffle her feet to make the gunpowder blend into the dirt.

5. “At Birkenau, the gunpowder reached Roza (or Ruzha) Robota...”

How did Roza Robata link the women in the Union factory to the Sonderkommando?

As a woman, Roza lived in camp with the women who worked at the factory, so she would see them in the evening to get the gunpowder from them. Rosa worked in Kanada, and workers there had to go to the gas chambers to collect the belongings of the victims. There Roza came in contact with members of the Sonderkommando and was able to hand off the gunpowder to them.

6. “So these men decided to document what they saw...”

Like the young women smuggling gunpowder for them at the factory, the men of the Sonderkommando adapted to their limiting and cruel circumstances to resist. What strategies did they employ?

- Documented what they saw in diaries
- Took a few extraordinary pictures
- Constructed primitive grenades from tin cans filled with nails, rocks, and glass shards with fuses soaked in gunpowder
- One Sonderkommando prisoner hid the grenades by sleeping on top of them.

7. What was Sheryl’s motive in telling the story of the women who stole the gunpowder?

Answers may vary, but strong answers will discuss shedding light on the brave and dangerous work of the women over the course of months—efforts that are usually overshadowed (or even ignored) by depiction of the men’s contributions to the revolt.

8. Sheryl has written several informational texts about events in the Holocaust. Why do you think she chose to share this story in a podcast form rather than written?

Answers will vary—to appeal to contemporary audiences, to appeal to those who prefer audio over reading, to enable listeners literally to hear Anna’s voice

9. Sheryl is an engaging storyteller, but she included clips of Anna Heilman's testimony. Why did she make that choice?

Answers may vary. The primary source of testimony gives intimate detail of the story. Hearing Anna's voice helps listeners connect to her and her story, which is even more valuable since four of the women were hanged and could not tell their story. The pace of Sheryl's voice and sound effects, in addition to Anna's voice, help convey the danger and delicacy of the operation.

Train Tracks Photo Analysis

After pages 178-193

In this lesson, students analyze the photograph that is the motif of the exhibition, in the form of the exhibition's catalog book cover. Likewise, they analyze a primary source photograph and compare/contrast it with the first, drawing upon their understanding of Auschwitz getting them thinking about survivors' starting a new life after liberation. This imagery is especially relevant given Elli's multiple, traumatic experiences with trains in her memoir.

(Superman fans likely will appreciate the information on Union Terminal, the model for the site of the Justice League in the recent film as well as TV shows and comics from decades past. Since the lesson follows an inquiry method, don't discuss Superman until the end of the lesson, when Union Terminal is identified after an inquiry activity.)

Approximate time: 90 minutes, plus extensions, if desired; plus reading pages 194-206 (about 27 minutes), if time permits

Auschwitz. Not long ago. Not far away. connections:

- Birkenau gate used in exhibition promotion
- Wheelset at start of exhibition
- Deportation section

The exhibit was housed for six in Cincinnati Museum Center at the breathtaking Union Terminal, which is the home to the permanent Nancy & David Wolf Holocaust & Humanity Center museum. Union Terminal used to be a train station and was the site where many local Holocaust survivors first set foot in Cincinnati, so the Holocaust & Humanity Center is the only Holocaust museum in the nation with an authentic connection to its place. Likewise, many liberators went through Union Terminal in their military travels. The primary source picture in the lesson is of Union Terminal during the time it operated exclusively as a train station.

Background Resource for Teachers:

[Union Terminal and Superman](#)

Objectives:

- Students will apply their understanding of Auschwitz and the Holocaust to analyze, to compare, and to contrast two photographs, one a primary source and one a contemporary image.
- Students will consider the competing symbolism of trains and tracks for survivors of Auschwitz settling in Ohio.

Standards:

ELA.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

ELA.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

ELA.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

SEL.MG.C1.3.c Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective

SEL.MG.C3.2.c Participate in cross-cultural activities and demonstrate respect for individuals from different social and cultural groups

SEL.MG.C4.3.c Recognize that personal and group needs can differ and identify positive actions to balance the needs of all

Procedures	Materials, Resources
5 minutes Explain to students that this image is used most often when publicity of the exhibition calls for a visual element. Ask students to think individually, <i>What mood does this photograph create?</i> Discuss briefly whole group, noting a few of the mood words on the board.	Auschwitz exhibit image click on the image to enlarge it
15 minutes Divide students into groups of 3-5. Pass out the Photo Analysis T-chart (below) and model a Think-Aloud to start entries in the left column, Mood-creating elements in Photo 1: <i>For example, I notice that there are no people visible. This helps create an ominous/sad/frightening/etc. mood because it seems like a place where no one wants to be.</i> List: <i>no people</i> under the heading on the board Give groups 10 minutes to create their lists. As you circulate, scaffold with questions like: <i>What choices has the photographer made about color? Lines? Size? Foreground? Background? Perspective?</i>	Student handout attached below, along with key of possible responses.
5 minutes Ask each group to determine which of the elements MOST contributes to the mood and why.	

15 minutes Share out whole group, asking groups to defend their evaluation of the most powerful element when it comes to mood. Then discuss other elements that were noticed and have groups add to their list what others have but they don't. Possible student responses: • Black-and-white ◦ Probing question: <i>Is this a design choice or unavoidable?</i> (Color photos are available now, so it likely is a design choice.) • The iconic Auschwitz-Birkenau gate ◦ For those who recognize the gate, this symbol carries the horrors of the Holocaust. • The sky is full of gray ◦ Are they clouds? Or could they suggest smoke? • The clouds/smoke take up 2/3 of the photo ◦ The gate falls on the rule of thirds line. ◦ However, it is symmetrical, left to right. • There are multiple train tracks, but they all lead inside. • Isolation: no trains, no animals (in addition to no people) • No trees. Minimal, if any, vegetation (maybe some grass by the train tracks) suggest it is a place where it is difficult to sustain life • Something showing through openings in the gate, but it's hard to identify • Perspective is from ground level, maybe eye level ◦ Train tracks almost seem to "loom" more than the gates. The leading lines give a sense of movement in that can't be stopped.	
5 minutes If elements still are missing from student responses, consider asking the scaffolding questions whole group. <i>What choices has the photographer made about color? Lines? Size? Foreground? Background? Perspective?</i> If students are missing <i>the rule of thirds, leading lines, and/or symmetry</i>, play the Cooperative of Photography's 3-minute video, "9 photo composition tips" to define those terms and show examples. Then ask students to apply those definitions to the exhibition catalog cover photo.	Cooperative of Photography's video, "9 photo composition tips" (3:00)

Review the rule of thirds with students. Does this photo follow that “rule”? How would the photo be different if the photographer placed the gate one-third of the way from the top instead of from the bottom? Would that affect the mood? Would it affect the viewer’s response?	
10 minutes Show Historical train tracks photo full screen (so there is no text). [Don’t tell students yet, but this image is of Cincinnati Union Terminal from the south side. Opened in 1933, Union Terminal now is the home to Cincinnati Museum Center, which hosted the exhibition in 2025-26. The Nancy & David Wolf Holocaust & Humanity Center is housed in Union Terminal too. This is the only Holocaust museum in the country with an authentic connection to its subject, as many survivors arrived in Cincinnati (and liberators returned home) on trains coming in on the tracks (now defunct, except for one Amtrak train thrice weekly in the dead of night) seen in this photo, moving through the (now demolished) concourse above the tracks into the majestic domed rotunda, whose exterior south side this photo shows. Union Terminal is iconic, but even many Cincinnati natives may not recognize it from the perspective shown in this photo.] Ask students, in their groups, to compare and to contrast each item on their list with elements in the second photo, writing those in the right column of the T-chart.	Historical train tracks photo Date unknown From Cincinnati and Hamilton County Public Library https://digital.cincinnatilibrary.org/digital/collection/p16998coll2/id/608/rec/26
10 minutes Share out whole group: <i>What was similar? What was different?</i> Possible student responses: • Black-and-white, likely by necessity, before color film was widely available • The iconic Union Terminal dome, although not from a widely recognized perspective ◦ For those who recognize the dome in contemporary times, the symbol represents fun, learning, beauty, and Cincinnati pride • The sky is full of clouds. • The clouds take up 1/2 of the photo, with the skyline falling dead center but not providing symmetry, so this image is more abrupt and “newsy” than “artistic.” • There are multiple train tracks, and they all lead inside. • A train coming toward the viewer suggests at least one person must be on it. • No trees. Minimal, if any, vegetation (an industrial city) • Perspective is from ground level, maybe eye level	

• Lines from all the train tracks are busy, disorienting and seem to contrast with other lines in the photo. Explain that this photo is a <i>primary source</i> (define that term). Ask if anyone knows or recognizes the setting. Fill in information for students (see note above), pointing out that, while this photo is undated, it has to be later than 1933, when Union Terminal opened.	
10 minutes Discuss as a class whether this photo is as effective at portraying mood. What is the photo's mood? • Listen to student responses and pose questions if they respond solely from their own 2025 teenage perspectives. Prompt them: ◦ <i>Try to imagine you were in the time of this photo. What is your reaction as a viewer who lives in Cincinnati in the 1940s?</i> ◦ <i>What might be the reaction of someone who had been deported to Auschwitz, rode in a cattle car to and through the gate we saw in the first photograph. Someone who may have been sent on a death march that included a segment on a train in a coal car. Think of what those train tracks led to in their lives. Now imagine how they feel coming to Union Terminal in Cincinnati, Ohio on a train again, seeing train tracks again leading...</i> ▪ Ask students to discuss in their small groups possible reactions of Holocaust survivors to seeing the scene in the photo, their first moments in Cincinnati, a place unknown to them. (Like at Auschwitz, they likely don't know the language spoken there—or on the train.)	
15 minutes Writing assessment: Poem <i>As you compose, consider what trains might mean to survivors who were deported to Auschwitz in cattle cars, as well as survivors who were forced into cattle cars or open-top train cars in the winter on a death march out of Auschwitz.</i>	
Extensions: Art teachers may choose to offer instruction or to guide their students to research the Art Deco design and details of Union Terminal, its mosaics, and Rookwood pottery. Completing these activities before your visit will help learners appreciate and analyze the space when they are in	

it for a field trip to the Nancy & David Wolf Holocaust & Humanity Center, but these activities can be completed after the visit too.	
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Offer instruction or guide students to research Union Terminal's history and recent renovation .	
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Homework, or in class if time:

Read pages 194-206 (about 27 minutes)

Name _____

Student handout

Photo Analysis

1. Look at the first photograph of Auschwitz-Birkenau. What is its **mood**, the atmosphere it creates or the emotion it creates in the viewer?
2. Fill in the left column with elements in the photograph that help create that mood.

Mood-creating elements in Photo 1	Compare/Contrast with similar elements in Photo 2

Name Key of possible responses

Photo Analysis

1. Look at the first photograph of Auschwitz-Birkenau. What is its **mood**, the atmosphere it creates or the emotion it creates in the viewer?

2.Fill in the left column with elements in the photograph that help create that mood.

Mood-creating elements in Photo 1	Compare/Contrast with similar elements in Photo 2
No people	No people visible, but presumably there is at least one in the train coming toward the viewer
Black-and-white, likely by choice	Black-and-white, likely the only film available at the time
The iconic Auschwitz gate	Iconic Union Terminal
The sky is full of gray (clouds are not pure white, could resemble smoke)	The sky is full of clouds
The clouds take up 2/3 of the photo; photo is symmetrical left-to-right	The clouds take up 1/2 of the photo, with the skyline falling dead center but not providing symmetry, so this image is more abrupt and “newsy” than “artistic”
There are multiple train tracks, but they all lead inside.	There are multiple train tracks, and they all lead inside.
Isolation: no trains, no animals (in addition to no people)	A train coming toward the viewer suggests at least one person must be on it
No trees. Minimal, if any, vegetation (maybe some grass by the train tracks)	No trees. Minimal, if any, vegetation (an industrial city)
Perspective is from ground level, maybe eye level	Perspective is from ground level, maybe eye level
Lines from all the train tracks loom	Lines from all the train tracks are busy, disorienting and seem to contrast with other lines in the photo.

Liberation and Survivors

After pages 194-206

Students participate in an inquiry activity with a piece of artwork to develop an understanding of liberation. Two short articles add to their understanding and help students recognize the challenges Jews faced immediately after liberation.

Approximate time: 45 minutes, plus reading pages 207-216 (about 17 minutes) for homework or in class, if time

Auschwitz. Not long ago. Not far away. connections:

- “The Survivors” text

Objectives:

- Students will apply their understanding of the Holocaust thus far to hypothesize about the conditions of many camps and prisoners upon liberation.
- Students analyze informational text to determine postwar challenges faced by Jews.
- Students analyze testimony, applying prior knowledge about the Holocaust and body language.

Standards:

ELA.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELA.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

ELA.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.

c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas .

ELA.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

ELA.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

ELA.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

ELA.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Procedures	Materials, Resources
15 minutes See Group students into quads by readiness. Try to project Israel Alfred Glück's Liberation from Yad Vashem full screen, without any text showing. Pass out the See-Think-Wonder handout from Echoes & Reflections to all students. Guide students: <i>Look at this artwork like you are students who have never heard of the Holocaust. Collaborate with your teammates to list <u>everything</u> you see. Right now, this is strictly what you see—no interpretation—because you have never heard of the Holocaust.</i> Allow 5-10 minutes of collaboration time. Enlarge sections if students request. Share out to get a complete class list.	Israel Alfred Glück's Liberation from Yad Vashem See-Think-Wonder handout from Echoes & Reflections See-Think-Wonder (Spanish) handout from Echoes & Reflections
15 minutes Think and Wonder <i>Now you are back to yourselves, knowledgeable and inquisitive historians familiar with the Holocaust. Collaborate with your teammates to fill in the Think column. Try to account for everything we saw. Record what you wonder in the last column. Use the back of the page if you need more space.</i> Give students about 5 minutes of collaboration time. Then have them share out what they think, followed by what they wonder. Show the title information to the right of the drawing and ask if that helps answer any “wonder” questions. Scroll down to read the first paragraph, Glück's bio, and the last paragraph about the drawing. Ask: <i>Why do you think Glück made this sketch? What do you think he wanted to communicate? Why was art his best choice to communicate that?</i> [Answers will vary.]	
10 minutes Read this informational text about Liberation from USHMM [That version is for on-level or struggling learners, scaffolded with audio for struggling readers. Differentiate for advanced learners by giving	Liberation from USHMM

them Liberation of Nazi Camps from USHMM, with audio to support twice-exceptional learners who struggle with reading.] <i>to see if it might answer any more of your questions.</i> <i>Liberation did not immediately restore the third of European Jews still alive each to a full life. They still faced dire circumstances. Read The Survivors from USHMM to identify at least two. You can stop reading when you get to “key dates.”</i> Students share out. Possible student responses: • Many Jewish communities no longer existed. • Their homes had been looted or taken over. • Anti-Jewish riots broke out. • Many countries still limited the number of refugees they would take. <i>What challenges do you think Jews faced in getting back to life after the Holocaust? What is the best evidence from either article you read?</i> [Answers will vary.]	Liberation of Nazi Camps from USHMM The Survivors from USHMM
5 minutes Closing Play the testimony from USHMM of Gerda Weissmann Klein with captions turned on, stopping and querying students at these points: • 0:33 ◦ <i>What is the “white star”?</i> [It was the U.S. symbol on its army vehicles.] ◦ <i>Where have you seen that before?</i> [on the tank in the drawing] ◦ <i>What was Gerda’s emotion at the very start of this clip</i> [sadness, she had been crying, sniffing, wiping her nose] <i>and now?</i> [brightly happy, smiling confidently] • 1:04 ◦ <i>What feeling is Gerda’s body language communicating now?</i> [almost a childlike bashfulness, like she is back in that moment] • 1:26 ◦ <i>Based on what you have read in “The Survivors” article, why did Gerda think she “had” to tell him they are Jewish?</i> [Because antisemitism was so common, she was prepared for him not to want to help them.] ◦ <i>What did she mean by, “I didn’t know if he would know what the star means”?</i> [Gerda likely had the two overlapping yellow triangles on her prisoner uniform to indicate she is a Jew, which the Nazis recognize, but she thought a foreigner might not.] ◦ <i>What do you think the soldier’s response was?</i> [responses will vary] • Play the rest of the video.	Gerda Weissmann Klein Testimony from USHMM

<i>Next you will finish Elli's memoir, learning about her liberation and postwar life.</i>	
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Homework, or in class if time:

Read pages 207-216 (about 17 minutes)

Artifacts and Conservation

After reading pages 207-216

This lesson guides students to appreciate the value of everyday objects as artifacts, first by having them identify an item that has special meaning to them. Students begin to consider not only why simple objects were precious to people imprisoned at Auschwitz but also the lengths they went to in order to keep those objects. Finally, in preparation to visit the exhibit, *Auschwitz. Not long ago. Not far away.*, students examine the mission and the painstaking work of conservators at the Auschwitz-Birkenau State Museum.

Approximate time: 90 minutes, plus extension, if desired

Auschwitz. Not long ago. Not far away. connection:

- All of the artifacts
- “The Site” video

Background Resources for Teachers:

[The Auschwitz Museum](#) film (54 minutes) available on [Apple TV](#) and [amazon Prime Video](#)

[Buttons in the “Auschwitz. Not long ago. Not far away.” exhibition](#) Play the subtitles to see the correction of grandmother when he misspeaks and says, “mother.”

Objectives:

- Students will define artifact and give examples of artifacts from the Holocaust.
- Students will develop an understanding of the conservation process and describe the conservation challenge unique to Holocaust sites like Auschwitz-Birkenau.
- Students will develop an appreciation for the value of an individual artifact and for the painstaking work by conservators to preserve it, which they will demonstrate through respectful quiet in the exhibit.
- (extension) Students will recognize the potential connection a single artifact may have to multiple areas of an exhibition and will take on the role of curator, applying their Holocaust understanding to classify artifacts into different displays within an exhibit.

Standards:

ELA.RI. 8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

ELA.RI. 8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

ELA.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
 ELA.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
 ELA.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

Procedures	Materials, Resources
10 minutes About a week in advance, ask students to bring in or to post to the class web page an object that has special meaning to them by the date you plan to teach this lesson. Model for them by sharing a photo of an everyday object, perhaps from your childhood, that is important to you. Explain in a few sentences what the object is and why you value it. If it is simple, point out the contrast to the students that it's not worth a lot of money and not something that lots of people would desperately want, but it played an important role for you.	Your photo of a valued object.
10 minutes (or more, depending on how you choose to structure this activity) To start the lesson, students can share their objects in a manner that fits your time constraints and your classroom community. If you have the time, each student can show their picture and explain the object briefly, following your example. If time is more limited, pair students to share with a partner.	
5 minutes Ask each student to write 2-3 sentences describing their object and explaining why it is important. You write too! Ask students to hold onto these descriptions for later in the lesson.	
15 minutes Define <i>artifact</i> using either your own or Merriam-Webster's definition: "a usually simple object (such as a tool or ornament) showing human workmanship or modification as distinguished from a natural object especially: an object remaining from a particular period"	artifact from Merriam-Webster

Explain the etymology: <i>arte-</i> meaning art or craftsmanship <i>fact</i> meaning “to make” (like manufacture) The British spell the word with the e: <i>artefact</i>. Explain: <i>Objects remaining from the time Auschwitz operated as a Nazi camp system that included a concentration camp, labor camp, and killing center are artifacts today, and conservators at the Museum work hard to preserve them.</i> Ask students in their pairs: <i>Brainstorm at least three items that might be artifacts from Auschwitz and at least three factors that might cause artifacts to deteriorate over the 80 years since liberation.</i> Student answers may vary for artifacts but include not only personal objects like a comb or a photograph but also structural items like the barracks and the Arbeit Macht Frei gate. Student answers for deteriorating forces may include temperature, humidity, light, oils on human hands, bugs (like silverfish in books and moths in wool), weather (rain, snow, sun, especially on wooden barracks). Do not underestimate the damage from 2,000,000 visitors a year! Share out whole group and record responses on the board.	
15 minutes Explain: You are about to get a handout describing three artifacts from Auschwitz. With your partner, list two things for each artifact: 1. Why was this item valuable to the person imprisoned at Auschwitz? 2. What was the cost to that person to get and/or to keep the item? Pass out Life in the Shadow of Death handout and give pairs 10 minutes to work then share out.	Life in the Shadow of Death handout from Echoes & Reflections Life in the Shadow of Death handout (Spanish) from Echoes & Reflections
Second day for 45-minute block: 10 minutes Ask students to look at Life in the Shadow of Death handout and write out an entrance ticket (an index card or half sheet of paper): <i>How might one of these items have preserved the owner’s humanity, even as the Nazis worked to dehumanize them?</i>	Life in the Shadow of Death handout from Echoes & Reflections Life in the Shadow of Death handout

		(Spanish) from Echoes & Reflections
5 minutes Explain: <i>These items and thousands of other artifacts were precious to victims and survivors of Auschwitz. Even these simple but treasured objects are deteriorating over time and must be preserved. Take a minute and think about the job of a conservator, who works to preserve tiny objects like the teeth on a comb and large structures like the bunks in a barracks. Think of the science involved in preserving all these different materials. Now add another layer to their jobs: what they are conserving are artifacts at Auschwitz, the site of the biggest mass murder in human history. Most of the people who last touched these items were murdered shortly thereafter.</i> Ask: <i>Why might this pose an additional challenge in their jobs?</i>		
20 minutes Pass out the handout (below) with questions to accompany the video, Conservation in Auschwitz: Every Shoe Tells a Story, and play the 16:30 video for students. Note that the video is in German, but you can mute the sound and play English subtitles, which you can read aloud to the students. For students who need more support and/or guidance, stop the video at the indicated timestamps and cue the students to listen for the answer to the upcoming question on the handout. Go over the answers whole group, emphasizing the effort that the conservators make and the emotional toll that their work takes.	Differentiation for gifted learners: Have students read the handout (below) with an excerpt from <i>The Canadian Jewish News</i> and discuss and write responses to questions on the handout. Show students PBS's Museum works to preserve shoes belonging to Auschwitz's youngest victims, which is 7:49. Stop the video at 7:32 to avoid showing a 2-second clip that includes bodies. Have students work in groups of three to discuss the questions on the handout (below) and then write independent answers.	Conservation in Auschwitz: Every Shoe Tells a Story from Der Spiegel "Conservation..." handout The Canadian Jewish News handout Museum works to preserve shoes belonging to Auschwitz's youngest victims PBS "Museum works..." handout

5 minutes Explain to students that now they have a sense of the profound value of the artifacts they are about to see in the exhibition—value first to the victims and survivors, who may have paid a heavy price to get or to keep the artifact with them, and second to the conservators, who are developing new methods as they race against time to preserve the artifacts for us to see them.	
5 minutes Closing Explain to students that this exhibit may be a little different from others they may have visited. We will be in the presence of the artifacts of some of the 1.1 million murdered at Auschwitz, so visitors must be respectfully quiet. You will have your own audioguide to use as you progress through the exhibit. You will press in the number of the station you are at and listen to the information about the artifact you see there. If you must talk briefly to someone, whisper. Nothing in this exhibit should be touched, and it is inappropriate to lean on exhibit walls. Look for a bench if you need to rest. Now take out the description you wrote of your treasured object and write a two-sentence script for a narrator to describe it in an audioguide in an exhibit about you.	
Extension: The Quandary of the Curator 10 minutes <i>Auschwitz. Not long ago. Not far away.</i> brings together more than 500 artifacts and 400 photos. How to situate these objects to tell their stories to the visitor is a challenge. As students are about to watch this 3-minute video, “Exhibition Insights: The Journey of an Artifact on View in New York,” with a curator of the exhibition, ask students to note the various different Holocaust stories that this one objects connects to. Possible student responses: • The ghetto ◦ The bond of sisters ◦ A nurse tending the sick in the ghetto • The mass killing in Ponar • Smuggling of goods • Escape from the ghetto	Exhibition Insights: The Journey of an Artifact on View in New York From Museum of Jewish Heritage

• Partisans Ask: <i>Where would you place the shirt?</i>	
20 minutes Put students in groups of 3-5, and ask them to look at the Artifacts on Display in the Holocaust History Museum at Yad Vashem, the world Holocaust remembrance center in Jerusalem. Ask groups to select at least 12 of the 40-some artifacts and group them into separate displays they would create as curators. Give them chart paper to divide in quarters (provide more paper, if needed) where they title each display and list the artifacts to be included in that display. To scaffold for students who need more support, print out and cut out the pictures of objects with their names and ask students to tape under their display headings the objects they would include.	Artifacts on Display in the Holocaust History Museum from Yad Vashem Chart paper Markers
10 minutes Groups do a gallery walk and, as a group, put one sticky note, adding one item to one of the displays of each group.	
5 minutes Closing exit ticket In 2-3 sentences, identify one artifact that could have fallen squarely into a different display than where your group (or another group) placed it. Explain the merits of both choices and your individual decision, whether or not it matches the group's.	

Name _____

Answer the following questions as you view "Conservation in Auschwitz: Every Shoe Tells a Story."

(3:34) How long will it take Martha to preserve a suitcase?

(4:50) Why don't the conservators try to fix the shoes and suitcases?

(8:43) What are two reasons why private owners donate artifacts to the Museum?

(10:41) What does Aleksandra Papis mean when she says, "We are pioneers?"

(11:51) Why was the decision made not to preserve the 2 tons of human hair?

Name KEY of possible responses

Answer the following questions as you view "Conservation in Auschwitz: Every Shoe Tells a Story."

(3:34) How long will it take Martha to preserve a suitcase?

A month

(4:50) Why don't the conservators try to fix the shoes and suitcases?

Their philosophy is that they want to preserve things authentically. The dings and damage and wear tell the story of the experiences of the owner.

(8:43) What are two reasons why private owners donate artifacts to the Museum?

- 1) The artifacts can tell their stories to more people in the Museum.*
- 2) Private owners don't have the technology, skill, and resources to preserve the artifacts.*

(10:41) What does Aleksandra Papis mean when she says, "We are pioneers?"

No one has ever had to preserve artifacts from concentration camps, labor camps, and killing centers and in these circumstances (many irreverently packed up to head back to Germany or still in piles in "Kanada"). The A-B conservators are figuring out how to do it. Others around the world call them and ask them how to preserve Holocaust artifacts.

(11:51) Why was the decision made not to preserve the 2 tons of human hair?

Since the hair was part of human bodies, staff want to be respectful of the victims, so they will avoid handling the hair and will not change it in any way.

Name _____

Excerpt from “Toronto’s new Auschwitz exhibit presents heart-wrenching evidence—and lets visitors draw their own conclusions”

by Lila Sarick

The Canadian Jewish News January 13, 2025

<https://thecjn.ca/news/rom-auschwitz/>

“...But even in the face of heartbreaking stories, the curators—who are immersed in Holocaust education—aim to let viewers draw their own lessons from the memory-laden artifacts.

“At no point in the exhibition do we moralize, not a single point, not even at the end, there is no point where we said, ‘Bad, bad Germans’ or ‘Never Again,’ or fight antisemitism, or any kind of direction,” says [curator and historian Robert Jan] Van Pelt. “We do not give any direction for people of how to interpret the material, beyond the fact that we want them to pay attention and learn to pay attention.”

...

Van Pelt says the curators did not approach donors with the promise that they would counter Holocaust denial or diminish antisemitism. Rather, they intended to tell a compelling evidence-based story about Auschwitz...”

1. Van Pelt uses the word *evidence*. How would you define it, as he uses the word? What is the word’s connotation in this context?
2. In your own words, describe Van Pelt’s goal in curating the exhibition.
3. How might such a presentation be different from (or similar to) representations of the Holocaust you have seen or heard previously?

Name _____

After you watch [Museum works to preserve shoes belonging to Auschwitz's youngest victims](#), discuss these questions with your group. Then write your individual response.

At 1:21, historian Marcin Noras states, "Basically, we are dealing with evidence of a crime. This is the philosophy adopted by the Museum, that this [artifacts under preservation] is evidence of a crime, one of the largest crimes in world's history."

1. Noras uses the word *evidence*. How would you define it, as he uses the word? What is the word's connotation in this context?
2. Usually at a crime scene, evidence is not to be disturbed; it is preserved just as it is found. While the conservators at Auschwitz are not repairing items, their preservation efforts are changing the objects as they find them. Are these two notions of "preservation" in conflict, or can they be reconciled? How or why?
3. It was extraordinary that Van Pelt and his team got permission from the Auschwitz-Birkenau State Museum (where Noras works) to exhibit hundreds of the Museum's artifacts, most of which conservators at Auschwitz preserved. How does Van Pelt's work support the philosophy of the Museum?

4. At 6:44, the interviewer asks historian Marcin Noras if it would be “possible, these days, to be able to eradicate six million people,” suggesting that such a crime could not happen with the prevalence of social media today. Noras responds that it would be possible, that “propaganda is now more potent than it ever was,” and “social media is also the perfect medium for propaganda.” Does social media serve as a guardrail against heinous human activities, or can it be weaponized to sway masses of people to allow such activities? Give at least two examples to support your claim.

Dimensions in Testimony: Interviewing Survivors

After finishing the book

Students will learn about Dimensions in Testimony and practice skills in using it by interviewing Max Eisen, a survivor of Auschwitz who settled in Canada. This lesson plan assumes the class takes a field trip to the Holocaust & Humanity Center, where there is a Dimensions in Testimony exhibit featuring Al Miller, a survivor who moved to Cincinnati. (Check in advance to ask the staff to load in Al Miller's testimony for your visit—or adapt the lesson for the survivor they currently feature in the Dimensions in Testimony exhibit.) If no such field trip is planned, remove those sections from the lesson and focus on Max, who is always available in Dimensions in Testimony online.

Approximate time: 90 minutes (including portions to prepare to interview Al Miller on a field trip; about 45 minutes if not.)

Objectives:

- Students will develop and refine questioning skills and practice patience in order to learn desired information from the survivor via the Dimensions in Testimony platform.

Auschwitz. Not long ago. Not far away. connections:

- Some Auschwitz survivors, like Anita Lasker-Wallfisch, were interviewed for Dimensions in Testimony and who are featured online or at museums like the Holocaust & Humanity Center.

Standards:

ELA.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.

ELA.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

ELA.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

ELA.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

ELA. SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

ELA. RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Procedures	Materials, Resources
15 minutes Introduction to the Dimensions in Testimony Platform Anticipatory Set <i>Ask: What if I could bring a survivor, who was in Auschwitz for almost a year when he was your age, into our classroom to answer your questions? Write down one question you would want to ask him.</i> There is a way for us to get answers to some of these questions directly from survivors. Play :27-13:12 clip from 60 Minutes segment (13 minutes).	60 Minutes segment full segment as background for teachers; :27-13:12 clip to play in class
5 minutes Analysis Turn and Talk, then share out: • <i>What is the purpose of these recorded, interactive testimonies?</i> • <i>What are the pros and cons to this platform?</i> • <i>What are the motives of the USC Shoah Foundation in developing and distributing testimonies in this format?</i>	
25 minutes writing questions for Al Miller Explain: <i>You may have noticed that people have to go to a museum to interview the Dimensions in Testimony biography. But I have arranged for the technology to come here to our classroom for us to be able to interview a survivor tomorrow (or later, if you have a long block). First we will prepare to interview the survivor we will meet through DiT at the HHC museum.</i> <i>When we are at the Holocaust & Humanity center museum, their Dimensions in Testimony exhibit will feature another survivor, Al Miller. He lived in Cincinnati after the war. Let's read Guidelines for students: How to engage with Dimensions in Testimony on IWitness to help us prepare questions to ask Al.</i>	Guidelines for students: How to engage with Dimensions in Testimony on IWitness

<i>NOTE: Al is not on IWitness, only in the museum, like in the 60 Minutes interview—but we won't have to use a microphone. But the tips for preparing questions are the same.</i> Give students a few minutes to read. Ask: <i>What is tip #1?</i> [Know the individual.] Arrange students into small groups and have them read Al Miller's biography from the Holocaust & Humanity Center. Additional information about Al is available at the DiT Interviewees page, and that is also a good source of question topics. NOTE: If you will arrange students into groups for the HHC museum tour, put them in those groups now, as they will be together at the DiT exhibit in the museum. Ask: • <i>What is Tip #2? Have we done that?</i> [be aware of the historical context; yes] If students say they need more context connected to Al's story, advise them that you will come around to help them research resources, such as ○ Nuremberg Laws and Anti-Jewish Laws ○ Kristallnacht ○ UK treatment of German Jewish "enemy aliens" during the war ○ Ritchie Boys • <i>What is Tip #3?</i> [have a topic of focus] Direct students to collaborate in teams to come up with 2-3 areas of focus for interviewing Al and then write the questions they can ask for each focus area. Have them submit the questions to you in some form so you can have a list of these questions for students to refer to when they are in the DiT exhibit at HHC.	background for teachers: Guidelines for Educators: Teach with Dimensions in Testimony Al Miller's biography from the Holocaust & Humanity Center Al Miller's biography from Dimensions in Testimony
5 minutes Opening of Day 2 of the lesson or transition to Part 2 of a block lesson Ask volunteers to share out topics they selected and questions they wrote. Some tips you may share with students about conversing with Al: • Ask him about interrogating Nazis (when he was in the U.S. army). • To see Al's sense of humor ask him if he had a bar mitzvah and/or ask him if he likes baseball.	

15 minutes determine questions for Max Eisen Arrange students into small groups by readiness. <i>Let's look back at the tips in Guidelines for students: How to engage with Dimensions in Testimony on IWitness and consider new answers, now for Max Eisen.</i> Ask: • <i>What is tip #1? Have we done that?</i> [know the individual; read Max's bio.] • <i>What is Tip #2? Have we done that?</i> [be aware of the historical context; yes] • <i>What is Tip #3? [Have a topic of focus.]</i> Ask each group to consider 2-3 topics it would like to focus on and then write a few questions for each topic. Differentiation: Have Spanish-speaking students develop questions for Lea Zajac de Novera after reading her bio.	Guidelines for students: How to engage with Dimensions in Testimony on IWitness Max Eisen's bio at IWitness Lea Zajac de Novera's bio (Spanish) at IWitness
20 minutes interview Max Eisen in Dimensions in Testimony NOTE: Students, especially younger ones, tend to get giggly when first using this novel technology. This is a chance to get the giggles out before going to the museum. Students need to be patient with the brief lag at the beginning of most answers. They also need to be patient with repetitive answers and practice rephrasing questions, using the suggestions in the article as guides. While the online platform allows typed questions, and that format provides good background for teachers, the oral questioning through the microphone is the better preparation for the HHC exhibit. Determine which format is best for your classroom to interview Max in Dimensions in Testimony at IWitness—whole group or students in small groups or alone on individual devices. (Online Max needs to hear questions, so too much noise in the classroom may not work. Notice in the <i>60 Minutes</i> segment, the students each had earbuds with a mic.) [NOTE: IWitness does not require an account to use Dimensions in Testimony.] • Suggest that students start with the question groups for the topics they have determined. • Ask students to record similarities or contrasts between Max's experience and Elli's.	Max Eisen Dimensions in Testimony on IWitness Lea Zajac de Novera Dimensions in Testimony on IWitness

Differentiation: Have Spanish-speaking students converse with Lea Zajac de Novera Dimensions in Testimony on IWitness.	
5 minutes Closing Ask students to share out similarities or contrasts between Max's (or Lea's) experience and Elli's. Let students know that <i>Max's testimony is online, so they can always go back and ask him more questions. Al Miller's testimony is not online, though, so your time at the museum is your only chance to learn from him. You can visit the museum year-round, and admission is free in the month of January.</i>	

Socratic Seminar

After reading the whole memoir

Students participate in a Socratic seminar to discuss potential themes in Elli's memoir around perseverance and the importance of family. They wrestle with the deeper questions of the place of Holocaust education today.

Approximate time: 90 minutes

Objectives:

- Students will use provided texts to research support for their ideas in response to overarching questions.
- Students will engage civilly in formal, academic discussion, supporting claims with evidence from texts that include primary and secondary sources.

Standards:

ELA.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

ELA.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

ELA. SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

ELA.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

ELA.RH.6-8.2 Analyze content-area-specific text development.

- a. Determine the central ideas or information of a primary or secondary source.

Procedures	Materials, Resources
15 minutes Provide a mini lesson on Socratic seminars if students are not familiar with them.	Facing History's Socratic seminar
5 minutes Introduce Texts and Prompts To add complexity for strong students, provide students with one or both of these additional texts for them to read and to use along with Elli's memoir as sources during the Socratic seminar • Martin Niemöeller's They Came For from Echoes & Reflections • Pyramid of Hate from Echoes & Reflections Provide students with the questions to be discussed in the Socratic seminar so they can prepare their responses and arguments. Here are some suggestions for questions. You may think of others more suited to your goals and your learners. • Elli titled her memoir, <i>I Have Lived a Thousand Years</i>. What is Elli communicating with this title? • What do you believe helped Elli survive? • How was family important through Elli's experiences? ◦ Elli explains that she and her mother exchanged roles, that she was taking care of her mother. How did this responsibility affect Elli's attitude and experiences? ◦ Hopefully there will never be a repeat of Elli's circumstances, but is there a lesson readers can draw here for their own daily existence? How can taking responsibility and helping others bring strength to a person? Improve the helper's life? • Which bullet points from the Pyramid of Hate happened in Elli's town and life? At what point(s) did society transition from one level to another—and what were those levels? • What is the responsibility of society in the face of these various acts? Of individuals? • What is the value of learning about the Holocaust? • Should all students get the opportunity to learn about the Holocaust in school? Should all students be required to learn about it? • Do we have any responsibility to survivors like Elli and others whose testimonies we have heard? If so, what is that responsibility? • What is the possible value of a field trip to the <i>Auschwitz. Not long ago. Not far away.</i> exhibition—or to a Holocaust museum you will visit on a field trip or that students can visit outside of school?	Martin Niemöeller's They Came For from Echoes & Reflections Martin Niemöeller's They Came For (Spanish) from Echoes & Reflections Pyramid of Hate from Echoes & Reflections Pyramid of Hate (Spanish) from Echoes & Reflections

25-40 minutes—and homework in the intervening evening, if applicable Provide students with time to prepare their points for the discussion.	
35 minutes Hold the Socratic seminar.	
10 minutes reflect Either hold a whole-group oral reflection or give students a prompt to write a reflection.	

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