

Lesson Title: Reading about Rescuers

Lesson Details:		
<u>Unit:</u> Rescue	<u>Duration:</u> One to two 45-55 minute class period, not including extension activities	
Lesson Notes for Teachers:		
<p>Rescuers had to operate under the specific conditions in which they lived. There were many possible variations. Some lived in the city, others the countryside. Some were well off, others very poor. Some could trust their neighbors; others had to act in complete secrecy. In some areas, particularly in eastern Europe, the German policies enacted in the occupied countries were harsher than in others. These diverse circumstances make it difficult to make blanket statements that apply to all rescuers. Nevertheless, all rescuers faced obstacles and dangers, but sought to help the needy anyway.</p>		
Design Questions/Lesson Focus/Marzano Elements:		
<ol style="list-style-type: none"> 1. What is the relationship between attitudes and behaviors? 2. How do people decide to engage in acts that are helpful to others, even when such acts would be dangerous or unpopular? 3. How do people seek to involve others in acts that are helpful to others, even when such acts would be dangerous or unpopular? 4. What is the impact of societal attitudes toward victims on the willingness of people to engage in rescue? 		
<u>X</u> Introducing New Knowledge DQ2 Main Element: 13 – Helping students reflect on learning	<u>X</u> Deepening or Practicing DQ3 Main Element: 20 – Helping students revise knowledge	<u>X</u> Generating Hypotheses DQ4 Main Element: 22 - Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
Focus Standards/Benchmarks: Please note – These lessons are designed to be flexible for use in a variety of Florida-approved middle and high school Social Studies and ELA courses. With minor adaptations, the activities described in the lesson may be used in a variety of settings. Only a few of the standards and benchmarks listed below will be used in any particular class. Teachers should choose the main skill and content standards/benchmarks that are most applicable for the courses they teach.		
<p>LAFS.K12.R.3.8-Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>LAFS.K12.R.3.9-Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>SS.7.C.2.3-Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p>SS.912.A.6.3-Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</p> <p>SS.912.P.9.2-Describe the relationship between attitudes (implicit and explicit) and behavior.</p> <p>SS.912.P.10.12-Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.</p> <p>SS.912.W.7.6 Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.</p> <p>SS.912.W.7.8 Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas</p>		
Daily Learning Goal and Scale (Student-friendly language)		
Students will analyze accounts about rescuers and rescue behaviors during the Holocaust to evaluate the impact of attitudes and circumstances on decisions to rescue and on rescue activities.		

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<p><u>2.0 Simpler Content</u> Students will:</p> <ol style="list-style-type: none"> 1. Recall accounts about rescuers and their efforts to help people threatened by the Nazis. 2. Describe the circumstances under which rescue occurred to ascertain risk factors and strategies for success. 3. List motivating factors involved in rescue and their applicability in our society. 	<p><u>3.0 Target</u> Students will:</p> <ol style="list-style-type: none"> 1. Compare accounts about several rescuers and their efforts to help people threatened by the Nazis. 2. Analyze the circumstances under which rescue occurred to ascertain risk factors and strategies for success. 3. Assess the motivating factors involved in rescue and their applicability in our society. 	<p><u>4.0 More Complex</u> Students will:</p> <p>Choose an area under occupation by Nazi Germany during the Holocaust era and create a model rescue organization, taking into account the local circumstances of the occupation, societal attitudes toward Jews, and specific obstacles that would confront rescue efforts. Create a plan to persuade others to join the rescue group and specific strategies to overcome dangers. Assess the possibilities of success by comparing the model rescue group with known examples from history.</p>
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Formative Assessment Strategies/Monitoring for Desired Effect:

- Teacher observation and questioning of groups and individuals at each step of the instructional process and during transitions between activities.
- Teacher use of probing and redirecting questions based on the selected text readings about rescue and rescuers.
- Student written and oral discussion responses to the “Reading about Rescuers – Discussion Questions” handout.
- Exit Slip: Respond to the following question: Which description of rescue did you find most inspirational? Why did you choose that one?

Lesson Sequence:

Introduction/Hook: (May be done with students individually or organized into small groups.)

Play for students an excerpt from the oral history interview of Marcia Spies, a Jewish child hidden by rescuers in Lithuania. (<http://iwitness.usc.edu/SFI/BrowseTopics.aspx>) The clip is 2:02 minutes long.

Ask students to respond to the following questions:

How does Marcia describe the character and behaviors of her rescuers?

What dangers does she think they faced?

How did Marcia have to cooperate in her own rescue?

Instruction Steps:

1. Introduce the topic by reading pages 64 and 65 aloud from Tell Them We Remember.
2. Introduce the lesson by informing students that they will be reading more about the Danish rescue of Jews and also about other rescuers who were active elsewhere. Tell them also that they will be answering questions designed to help us learn from the rescuers’ experiences.
3. Pass out The Holocaust: A History of Courage and Resistance textbook and assign chapters 16, 17, and 18. Reading may be done silently or aloud.
4. Pass out the worksheet, “Reading about Rescuers – Discussion Questions” and allow students time to complete the questions. They may work individually or in groups.
5. Discuss the students’ responses to the questions in class.

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Adaptation/Differentiation Strategies:

- The teacher may divide the reading selections into smaller chunks and check for understanding at key points.
- The teacher may use non-text sources (such as videotaped testimonies and interviews) to supplement student understanding of the texts.
- The teacher may identify key terms in the texts and introduce this vocabulary prior to the lesson.
- The teacher may provide the students with basic background information about rescue in general or about specific rescuers and rescue activities at the beginning of the lesson to help students successfully interpret the texts.

Extended Learning:

1. Tell students the story of Bishop Chrysostomos of the Greek island of Zakynthou. When asked by the local German commander to provide a list of the Jews on the island, he wrote his own name on a piece of paper and handed it to the officer. Ask students to guess the likely outcome of this act of defiance. This brief story, and many others like it, can be used to deepen understanding of the possibilities of resistance and rescue. This story can be found on page 130 of Sheltering the Jews: Stories of Holocaust Rescuers which is included in the Holocaust Center teaching trunk. A similar account exists about an American P.O.W. named Roddie Edmonds. (<https://jfr.org/rescuer-stories/edmonds-master-sgt-roddie/>)
2. Map # 25 of Maps and Photographs shows the number of “Righteous Gentiles” honored by Yad Vashem. The map clearly shows that rescuers could be found in all countries. Students could be asked to brainstorm possible reasons for the wide variation in the number of rescuers from place to place. This map uses older statistics about known rescuer activities. Updated figures in chart form may be found at: <http://www.yadvashem.org/righteous/statistics>. Students may also be asked why the numbers of people recognized as rescuers have increased over time.
3. Students may wish to do independent research on individual and group rescuers. There are many fine online sources that will enable them to do so. Teachers may also have students do group projects on individual rescue stories and report their findings to the rest of the class. Good resource sites include:

Yad Vashem - <http://www.yadvashem.org/righteous>

Jewish Foundation for the Righteous - <https://jfr.org/>

U.S. Holocaust Memorial Museum - <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005185>

USF Florida Center for Instructional Technology: Teacher’s Guide to the Holocaust

<http://fcit.usf.edu/holocaust/people/rescuer.htm>

Jewish Virtual Library - <http://www.jewishvirtuallibrary.org/righteous-among-the-nations>

USC Shoah Foundation -IWitness website - <http://iwitness.usc.edu/SFI/BrowseTopics.aspx> (17 interview excerpts that address the subject of rescue)

Resources and Materials:

1. Tell Them We Remember by Susan Bachrach
2. The Holocaust: A History of Courage and Resistance by Bea Stadler
3. Holocaust: Maps and Photographs by Martin Gilbert
4. Worksheet: “Reading about Rescuer: Discussion Questions”

For extension and additional research:

1. Number the Stars by Lois Lowery is a popular fictionalized account of the rescue of Danish Jews. Many students will have read this book in the fifth grade, but if not, class sets may be borrowed from the Holocaust

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Center to supplement this lesson.

2. An excellent book about individual rescuers, organized by country is, Rescuers: Portraits of Moral Courage in the Holocaust by Gay Block and Malka Drucker.
3. Websites:
 - Yad Vashem - <http://www.yadvashem.org/righteous>
 - Jewish Foundation for the Righteous - <https://jfr.org/>
 - U.S. Holocaust Memorial Museum - <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005185>
 - USF Florida Center for Instructional Technology: Teacher's Guide to the Holocaust
<http://fcit.usf.edu/holocaust/people/rescuer.htm>
 - Jewish Virtual Library - <http://www.jewishvirtuallibrary.org/righteous-among-the-nations>
 - USC Shoah Foundation -IWitness website - <http://iwitness.usc.edu/SFI/BrowseTopics.aspx> (17 interview excerpts that address the subject of rescue)