

Holocaust Studies

Curriculum Guide

Grades K-5



Multicultural & ESOL Program Services Education Department
THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



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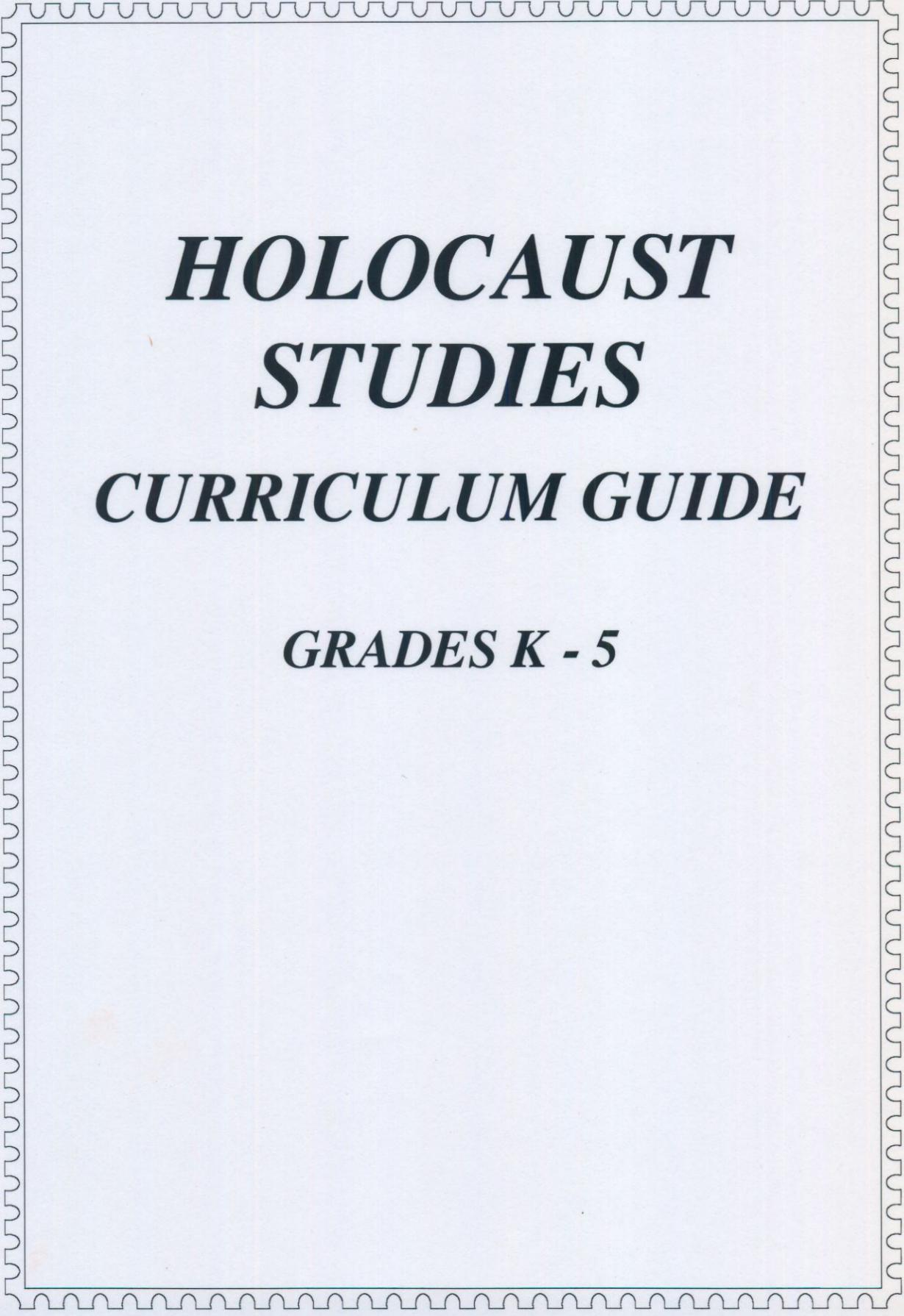
Multicultural & ESOL Program Services Education

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Broward County  Public Schools



***HOLOCAUST
STUDIES
CURRICULUM GUIDE***

GRADES K - 5

HOLOCAUST STUDIES CURRICULUM GUIDE GRADES K-5

INTRODUCTION

The *Holocaust Studies Curriculum Guide Grades K-5*, was developed in order to facilitate the integration and infusion of Holocaust Studies into the elementary curriculum. Lesson plans are indicated for interdisciplinary and cross-curricular use. Grade levels are suggested but are flexible and can be adapted for other levels especially for primary classes. Many of the resources listed are available in classrooms and media centers in the Broward County Public Schools. Each school's media center has a copy of *The Holocaust: Many Voices, Many Visions - A Bibliography of Selected Multimedia Materials*. Teachers may obtain videos, books and supplementary resources from The Center for Holocaust and Human Rights Education, Florida Atlantic University, www.coe.fau.edu/main/holocaust.

Information from the Simon Wiesenthal Center Library and Archives will help provide background information and definitions to aid teachers in planning their Holocaust unit. Careful attention was paid to assure that the materials met the highest criteria, but the nature of the subject and the possible emotional impact means that teachers must take special care to preview all materials. This is particularly true of supplemental materials found for the study of the Holocaust. Age, grade level and content area suggestions need to be considered, as well. Each class is unique and what is appropriate for one class might not be suitable for another. The teaching of the Holocaust across the curriculum begins with preparatory lessons in the primary and intermediate years.

The development of this curriculum guide, coupled with staff development and the purchase of additional supplementary materials, is indicative of the Broward County Public Schools' commitment to fulfill this mandate. This effort places Broward County at the forefront of a national movement to implement appropriate and thorough instruction in the multicultural arena.

The Broward County Public School System will continue its mission to ensure that this process is ongoing. We hope that this guide is one of your most valuable resources in the instruction of the Holocaust.

INFUSION OF HOLOCAUST STUDIES MATRIX

	Themes/Topics	Social Studies	Humanities	Language Arts	Character Education (Responsibility, Kindness, Respect, Honesty, Cooperation, Tolerance, Self-Control)	Research/Critical Thinking
Pre K-2	Understand, respect, and appreciate differences; Belonging; Learn to get along; Treat others with compassion; Sensitivity to the needs of others; Recognition of strengths in differences; Stereotyping.	Similarities and differences of people and communities; Variations in families; Customs and values of diverse groups.	Use of art forms and music to understand family and cultural celebrations; Use of art to express human emotions.	Reading and writing in response to literature; Writing to express feelings.	How rules affect the way people live; Living and working together; How people abide by rules of conduct and resolve their conflicts; Promotion of tolerance, understanding and acceptance, and cooperation.	Access information using tables, charts, and graphs; Use of technology; Observe, identify, order, and describe; Compare and contrast.
3-5	Confront change; Evaluate customs and values of groups in conflict; Recognize and resist conditions detrimental to human development and opportunity; Understand the role of rescuer; Appreciate courage of others acting out of conscience.	Changes over time; Becoming a responsible, respectful member of a democratic society; Understand how democratic processes help solve problems; Understand how customs and values create different types of communities; Immigration; Map skills; Geography.	Use art forms and music to gain an understanding of cultures from the past to the present; Use of art to express human emotions.	Reading and writing for various purposes; Use of journals, diaries, and other forms of literature to gain an understanding of history; Evaluation of literature in a moral/ethical context; Writing to express feelings.	Solving problems and conflicts peaceably; Decision making and participation in a democracy; Ethical and unethical uses of power; Incurring danger to help someone else; Understanding sense of commitment and involvement; Promotion of tolerance, understanding, acceptance and cooperation.	Locate, manipulate and summarize information from oral, visual, and written sources; Use of technology; Access information using tables, charts, and graphs; Observe, identify, order, and describe; Compare and contrast.

Adapted by Linda Medvin, Resource Teacher for Holocaust Studies, Multicultural & ESOL Program Services Education Department, Broward County Public Schools.

Matrix from: The Holocaust-Many Voices, Many Visions: A Bibliography of Selected Multimedia Materials.

INFUSION OF HOLOCAUST STUDIES MATRIX

Theme/Topics	Social Studies	Humanities	Language Arts	Character Education	Research/Critical Thinking
6-8 Confront change and loss; Respond to unfairness and danger; Understand display of courage and resourcefulness; Develop sensitivity to needs, feelings, and interests of others; Understand how outside events control lives; Understand the difference between education and indoctrination; Understand racial ideology; Understand the role of rescuer and concept of righteous individuals; Understand stereotyping; Appreciate enduring intolerable situations; Understand strategies for coping; Place experiences in context; Understand family relationships and loyalty; Develop understanding of human nature.	How lives can be changed by people and events; Political and social decisions that affect the quality of life; How diverse groups adapt to new environments; Importance of participation in the community; Chronology of events; Analyze the use of symbols; Historic background; Familiarize with the history of anti-Semitism; Map skills; Geography.	Use of art forms and music to gain an understanding of cultures from the past and present; Use of art to express human emotions.	Read and interpret primary resources; Write journals in response to historical and geographic problems; Write accurate research papers with correct documentation; Place literature in historical context; Evaluate literature in a moral/ethical context; Write to express feelings.	Ethical and unethical uses of power; Being responsible for members of the community; Reject stereotyping and prejudice; Appreciate conflicted feelings; Moral conscience motivating courageous acts; Understand the concepts of spiritual, moral, cultural and physical resistance; Understand the Holocaust through a survivor; Identify lessons learned from remembering the Holocaust; Promotion of tolerance, understanding, acceptance and cooperation.	Use technology to observe and analyze the interrelationships between humans and their environments; Access information using tables, charts and graphs; Observe, identify, order, and describe; Compare and contrast.

Adapted by Linda Medvin, Resource Teacher for Holocaust Studies, Multicultural & ESOL Program Services Education Department, Broward County Public Schools
 Matrix from: The Holocaust-Many Voices, Many Visions: A Bibliography of Selected Multimedia Materials.

Five Questions About the Holocaust

1. What was the Holocaust?

The Holocaust was the state-sponsored, systematic persecution and annihilation of European Jewry by the Nazi Germany and its collaborators between 1933 and 1945. In 1933 approximately nine million Jews lived in the 21 countries of Europe that would be occupied by Germany during World War II. By 1945 two out of every three European Jews had been killed. Jews were the primary victims -- six million were murdered; Roma (Gypsies), the handicapped and Poles were also targeted for destruction or decimation for racial, ethnic or national reasons. Millions more, including Soviet prisoners of war, political dissidents, homosexuals and Jehovah's Witnesses suffered grievous oppression and death under Nazi tyranny.

2. Who were the Nazis?

"Nazi" is a short term for the National Socialist German Workers Party, a right-wing political party formed in 1919 primarily by unemployed German veterans of World War I. Adolf Hitler became head of the party in 1921, and under his leadership the party eventually became a powerful political force in German elections by the early 1930's. The Nazi party ideology was strongly anti-Communist, anti-Semitic, racist, nationalistic, imperialistic and militaristic.

In 1933, the Nazi Party assumed power in Germany and Adolf Hitler was appointed Chancellor. He ended German democracy and severely restricted basic rights, such as freedom of speech, press and assembly. He established a brutal dictatorship through a reign of terror. This created an atmosphere of fear, distrust and suspicion in which people betrayed their neighbors and which helped the Nazis to obtain the acquiescence of social institutions such as the civil service, the educational system, churches, the judiciary, industry, business and other professions.

3. Why did the Nazis want to kill large numbers of innocent people?

The Nazis believed that Germans were "racially superior" and that there was a struggle for survival between them and "inferior races." Jews, Roma (Gypsies) and the handicapped were seen as a serious biological threat to the purity of the "German (Aryan) Race" and therefore had to be "exterminated." The Nazis blamed the Jews for Germany's defeat in World War I, for its economic problems and for the spread of Communist parties throughout Europe. Slavic peoples (Poles, Russians and others) were also considered "inferior" and destined to serve as slave labor for their German masters. Communists, Socialists, Jehovah's

Witnesses, homosexuals and Free Masons were persecuted, imprisoned and often killed on political and behavioral (rather than racial) grounds. Sometimes the distinction was not very clear. Millions of Soviet Prisoners of War perished from starvation, disease and forced labor or were killed for racial political reasons.

4. How did the Nazis carry out their policy of genocide?

In the late 1930's the Nazis killed thousands of handicapped Germans by lethal injection and poisonous gas. After the German invasion of the Soviet Union in June 1941, mobile killing units following in the wake of the German Army began shooting massive numbers of Jews and Roma (Gypsies) in open fields and ravines on the outskirts of conquered cities and towns. Eventually the Nazis created a more secluded and organized method of killing enormous numbers of civilians -- six extermination centers were established in occupied Poland where large-scale murder by gas and body disposal through cremation were conducted systematically. Victims were deported to these centers from Western Europe and from the ghettos in Eastern Europe which the Nazis had established. In addition, millions died in the ghettos and concentration camps as a result of forced labor, starvation, exposure, brutality, disease and execution.

5. How did the world respond to the Holocaust?

The United States and Great Britain as well as other nations outside Nazi Europe received numerous press reports in the 1930's about the persecution of Jews. By 1942 the governments of the United States and Great Britain had confirmed reports about "the Final Solution" -- Germany's intent to kill all the Jews of the Europe. However, influenced by anti-Semitism and fear of a massive influx of refugees, neither country modified their refugee policies. Their stated intention to defeat Germany militarily took precedence over rescue efforts, and therefore no specific attempts to stop or slow the genocide were made until mounting pressure eventually forced the United States to undertake limited rescue efforts in 1944.

In Europe, rampant anti-Semitism incited citizens of many German occupied countries to collaborate with the Nazis in the genocidal policies. There were, however, individuals and groups in every occupied nation who, at great personal risk, helped hide those targeted by the Nazis. One nation, Denmark, saved most of its Jews in a nighttime rescue operation in 1943 in which Jews were ferried in fishing boats to safety in neutral Sweden.

Source: *Teaching About The Holocaust, A Resource Book for Educators*. United States Holocaust Memorial Museum, Washington, D.C. (1994).

TIMELINE OF THE HOLOCAUST: 1933 - 1945

1933	January 30	Adolph Hitler became chancellor of Germany.
	March 22	Nazis opened first concentration camp: Dachau.
	May 10	Public book burning target works by Jews and opponents of the Nazis.
	July 14	Nazi Party established as one and only legal party in Germany.
1934	January 26	German-Polish non-aggression pact signed.
1935	September 15	Nuremburg Laws passed.
1936	March	Germany occupied Rhineland. Routing the Versailles Treaty.
	August	Olympic Games held in Berlin.
1938	March 13	Anchluss: Annexation of Austria.
	July 6-13	Evian Conference: Organized by President Franklin Roosevelt and held at Evian-les-Ban in France, in 1938, to discuss the plight of Jews trying to escape Nazi persecution; 32 nations were represented but the conference did little to solve the problem.
	September 29	Munich Conference: Allies grant Germany Sudetenland (part of Czechoslovakia).
	November 9-10	Kristallnacht: Night of Broken Glass, the organized pogrom against Jews in Germany and Austria.
1939	May	British White Paper: Jewish emigration to Palestine limited.
	August 23	Soviet-German Non-aggression Pact signed.
	September	Germany invaded Poland. Great Britain and France declared war on Germany. Soviet Army invaded Poland.
	October	First ghetto established in Poland.
	February 12	Germany began deporting Jews to occupied Poland.

1940	Spring	Germany conquered Denmark, Norway, Belgium, Holland Luxembourg, and France.
	April 27	Himmler ordered creation of Auschwitz concentration camp.
	October 16	Order for creation of Warsaw ghetto.
1941	March 24	Germany invaded North Africa.
	June 22	Operation Barbarossa: Invasion of the Soviet Union.
	July 31	Heydrich appointed to implement the extermination of European Jews known as the "Final Solution."
	December 7	Japan attacked Pearl Harbor.
	December 11	Germany and Italy declared war on the United States.
1942	January 20	Wannsee Conference: Plans for "Final Solution" are made. "Final Solution" was the Nazi code word for the physical extermination of European Jews.
	Spring-Summer	Liquidation of Polish ghettos: Jews deported to extermination camps.
	November 19-20	Battle of Stalingrad.
1943	April 19	Bermuda Conference: Meeting between representatives from the United States and Britain in which the problems of refugees of Nazi persecution were discussed.
	April 19-May 16	Warsaw ghetto uprising.
	June 11	Himmler ordered liquidation of all ghettos in Poland and the Soviet Union.
	October 2	Danes rescued more than 7,200 Jews from Nazis.
1944	May-July	Deportation of Hungarian Jews to Auschwitz.
	June 6	D-Day: Allies invaded Normandy.
	July	Soviet troops liberated Majdanek camp in Poland.

1945

January 27	Soviet troops liberated Auschwitz-Birkenau.
April-May	Allies liberated Buchenwald, Bergen-Belsen, Dachau, Mauthausen, and Theresienstadt concentration camps.
April 30	Hitler committed suicide.
May 7	Germany surrendered unconditionally to Allies.
May 8	V-E Day: Victory in Europe.
November	Nuremberg Trials began.

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**HOLOCAUST STUDIES
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Grade: Kindergarten
Topic: Differences
Objective: To help students realize that differences make each of us special.
Time Frame: 45-50 minutes per lesson
Areas of Infusion: Language Arts, Social Studies, Character Education

Sunshine State Standards

LA.A.1.1.2
LA.A.1.1.4
LA.A.2.1.1
LA.B.2.1.2
LA.C.1.1.1
LA.C.1.1.4
LA.C.3.1.2
LA.C.3.1.3
LA.D.2.1.3
SS.A.1.1.3
SS.C.2.1.1
SS.C.2.1.2
SS.C.2.1.3

Benchmark: LA.A.1.1.2 The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.

Corresponding Grade Level Expectation:
Understands how print is organized and read.

Benchmark: LA.A.1.1.4 The student increases comprehension by rereading, retelling, and discussion.

Corresponding Grade Level Expectation:
Uses strategies to comprehend text.

Benchmark: LA.A.2.1.1: The student determines the main idea or essential message from text and identifies supporting information.

Corresponding Grade Level Expectation:

Knows the main idea or essential message from a read-aloud story or informational piece.

Benchmark: LA.B.2.1.2: The student uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.

Corresponding Grade Level Expectation:

Dictates and writes with pictures or words to record ideas and reflections.

Benchmark: LA.C.1.1.1: The student listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules.

Corresponding Grade Level Expectations:

Follows two-step oral directions.

Listens to oral language in different forms.

Benchmark: LA.C.1.1.4: The student retells specific details of information heard, including sequence of events.

Corresponding Grade Level Expectation:

Listens for specific information, including sequence of events.

Benchmark: LA.C.3.1.2: The student asks questions to seek answers and further explanation of other people's ideas.

Corresponding Grade Level Expectation:

Asks and responds to questions.

Benchmark: LA.C.3.1.3: The student speaks effectively in conversations with others.

Corresponding Grade Level Expectation:

Uses basic speaking vocabulary to convey a message in conversation.

Benchmark: LA.D.2.1.3: The student recognizes that use of more than one medium increases the power to influence how one thinks and feels.

Corresponding Grade Level Expectation:

Understands that the use of more than one medium can influence how one thinks and feels.

Benchmark: SS.A.1.1.3: The student knows a family history through two or three generations.

Corresponding Grade Level Expectation:

Knows selected roles of family members in various settings.

Benchmark: SS.C.2.1.1: The student knows the qualities of a good citizen.

Corresponding Grade Level Expectations:

Listens to, views, and discusses stories, poems and other media about qualities of a good citizen.

Knows some actions associated with good citizenship.

Benchmark: SS.C.2.1.2: The student knows that a responsibility is a duty to do something or not to do something.

Corresponding Grade Level Expectation:

Knows that a responsibility is a duty to do something or not to do something.

Benchmark:SS.C.2.1.3: The student knows the sources of responsibility, examples of situations involving responsibility, and some of the benefits of fulfilling responsibility.

Corresponding Grade Level Expectation:

Knows examples of situations involving responsibility.

**HOLOCAUST STUDIES
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Student Resources:

Day One:

Kates, B.J. (1994) We're Different, We're the Same. Sesame Street picture books, New York: Random House.

Day Two:

Pellegrini, N. (1991) Families Are Different. New York. Scholastic Inc.

Poster board cut into 4 x 4 squares

Paint, crayons, markers

Scissors

String

Wire hangers

Handout: The Many Shapes of Families.

Day Three:

The Ugly Duckling, (Any Version)

Handout: Hard On The Outside-Soft On The Inside

Teacher Resources:

The Holocaust: A Bibliography of Selected Multimedia Materials, School Board of Broward County, Florida.

**HOLOCAUST STUDIES
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Procedures/Activities:

Day One

Objectives: To understand the meaning of same and different.
To recognize human commonalities and differences.

- Show pictures of various objects such as shoes that show variations in color, size, use, and shape.
- Elicit examples of things that are alike and those that are different.
 - How are they alike? Different?
 - Define alike (similar).
 - Define different (not identical).
 - Can something be alike and different at the same time?
- Read aloud, and show pictures from book We're Different, We're the Same.
- Have students recall the ways in which human beings and Sesame Street characters are alike.
 - Both have: Noses that breathe and sniff
 - Hair on heads and bodies
 - Mouths with lips that can smile
 - Skin to protect their body
 - Eyes to see, cry, blink
 - Bodies that need food, sleep, and play
 - Feelings
- Ask one student a question and ask others to raise their hands if they share the same answer.
 - My favorite food is _____.
 - My favorite day of the week is _____ because _____.
 - The clothes I like best are _____.
 - The TV show I like best is _____.
- Pair students and ask them to notice ways in which they are alike and different. Have one from each pair give an example of how partners are alike. Have the

other give an example of how they are different. Point out that despite differences, there are many more ways in which humans are the same.

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Day Two

Objectives: To recognize similarities and differences with regard to families.
To accept and respect differences.

- Have students draw individual pictures of their family members on pieces of poster board so at the completion of the lesson the family mobile can be created. (Attach a string to each picture then attach to wire hanger.)
- Have students identify family members: point out that family groups differ. Ask students if there are any other kinds of families not represented in the class drawings. Each of us belongs to a family; each family is unique and special. Ask students to select one member of their family and explain how they are alike and different from that family member. What would it be like if everyone thought you were just like the person you selected? Even when you are like a family member, we are still unique and special in our own way.
- Read book Families Are Different to students. What kinds of families do we have in class that are like the families in the story?
- Obtain a definition of the word respect. (Being considerate and thoughtful of someone else's feelings, rights, and beliefs even if they are different from your own.) Have students give examples of how to show respect for adults and each other. Explain that it is not always necessary to like someone but we must treat each other with respect whether we like them or not.

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Day Three

Objective: To treat others with compassion and understanding.

Read: The Ugly Duckling and discuss the following:

- How is the fifth duckling different from the others? (*It has white feathers, a longer neck, honks instead of quacks.*)
- How do the other ducklings react to him? (*They run away and hide from him.*)
- How does the little duckling feel after being pushed away and left alone? (*Lonesome and unwanted.*)
- How does the duckling feel about himself after seeing his image in the water? (*He feels he is ugly and since he is unloved, he cries.*)
- Why doesn't the wooden duck make a good friend? (*It is not alive.*)
- How do the swans treat the little duck? Why? (*They welcome him and will not let him leave since he looks as they do.*)
- How does the mother swan reach out to the little duckling? Why? (*She places her wing over her lost baby and reinforces her love for him.*)
- What is the real identity of the little duck? (*He is really a swan.*)
- Why do the other ducklings treat him the way they do? (*He is different so they do not want him around.*)
- How do people treat others they do not want around? (*They push them away and do not associate with them.*)
- How do those who are being pushed away feel about the way in which they are being treated? *Their feelings are hurt and they are sad. They think something is the matter with them when it is really a problem with the person who does not want to be with them.*

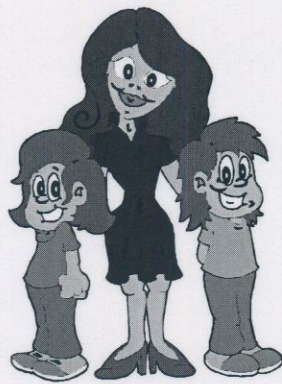
- Have students draw a picture showing how they would feel if they were the 'ugly duckling' at the beginning of the story and at the conclusion.
- Have students color the turtle after discussing how they can make him happy. Have them draw a cheerful turtle on the back of the sheet. Discuss the differences between the two turtles. Remind the class that each of us must accept and respect other people no matter how different someone appears on the outside, all of us have feelings on the inside. This must determine how we treat people.
- Begin a bulletin board of pictures who are cheerful turtle friends because they treat their fellow students with respect, compassion and understanding (i.e.: sharing toys, taking turns, listening to each other). Encourage and reinforce this behavior in the classroom.

Assessment:

The understanding that:

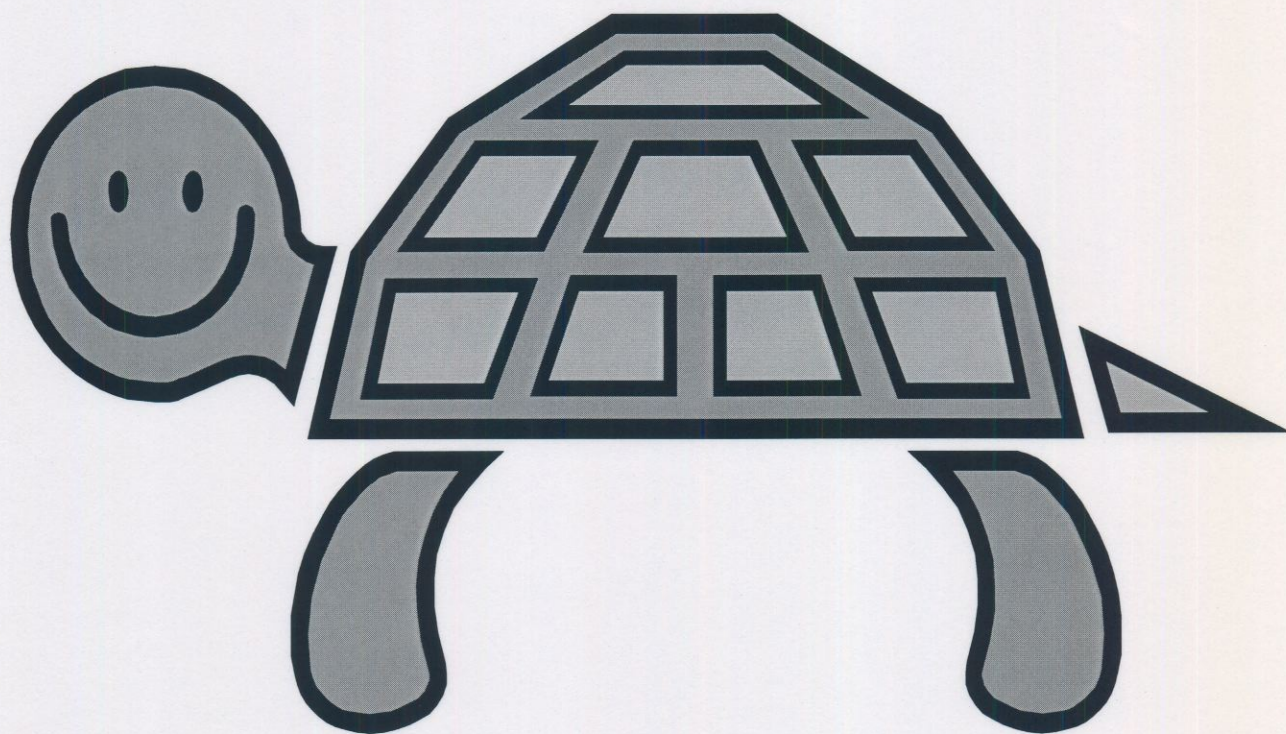
- If we compare ourselves to others, our likes and dislikes make us different. (Some may prefer pizza with cheese and others with pepperoni, but all humans eat food.)
- On the outside we may be different but our basic needs and feelings such as requiring sleep and needing hugs are the same.
- If we do not accept and respect differences we can hurt someone's feelings.
- Demonstration in classroom behaviors and activities .

THE MANY SHAPES OF FAMILIES



DRAW YOUR FAMILY HERE:

HARD ON THE OUTSIDE - SOFT ON THE INSIDE



ON THE OUTSIDE I MAY HAVE A
HARD SHELL, BUT WHEN SOMEONE
SAYS MEAN THINGS ABOUT ME I
FEEL HURT... JUST LIKE YOU!

**HOLOCAUST STUDIES
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**HOLOCAUST STUDIES
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Grade: 1
Topic: Prejudice
Objective: To help students understand the concept of stereotyping and prejudice and to appreciate diversity
Time Frame: One day (45-50 minutes) per lesson
Areas of Infusion: Language Arts, Social Studies, Character Education, Music, Art

Sunshine State Standards

LA.A.1.1.1
LA.A.1.1.2
LA.A.1.1.3
LA.A.1.1.4
LA.A.2.1.1
LA.A.2.1.4
LA.B.1.1.1
LA.B.2.1.1
LA.B.2.1.2
LA.C.2.1.1
LA.C.3.1.1
SS.C.2.1.1
SS.C.2.1.2
SS.C.2.1.3

Benchmark: LA.A.1.1.1: Predicts what a passage is about based on its title and illustrations

Corresponding Grade Level Expectation:

Uses prior knowledge, and text to make predictions.

Benchmark: LA.A.1.1.2: The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.

Corresponding Grade Level Expectations:

Uses basic elements of phonetic analysis.

Uses sound/symbol relationships as visual cues for decoding.

Uses beginning letters and patterns as visual cues for decoding.
Uses structural cues to decode words.
Uses context clues to construct meaning.
Cross checks visual, structural, and meaning cues to figure out unknown words.

Benchmark: LA.A.1.1.3: The student uses knowledge of appropriate grade-age and developmental level vocabulary in reading.

Corresponding Grade Level Expectations:

Identifies and classifies common words from within basic categories.
Uses knowledge of individual words in unknown compound words to predict their meaning.
Uses resources and references, beginning dictionaries, available technology to build upon word meanings.
Develops vocabulary by listening to and discussing both familiar and conceptually challenging selections to read aloud.

Benchmark: LA.A.1.1.4: Increases comprehension by rereading, retelling, and discussion.

Corresponding Grade Level Expectation:

Uses a variety of strategies to comprehend text.

Benchmark: LA.A. 2.1.1: The student determines the main idea or essential message from text and identifies supporting information.

Corresponding Grade Level Expectations:

Knows the main idea or theme and supporting details of a story or informational piece.
Uses specific details and information from a text to answer literal questions.
Makes inference based on text and prior knowledge.
Identifies similarities and differences between two texts.

Benchmark: LA.A.2.1.4: The student knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source.

Corresponding Grade Level Expectation:

Uses background knowledge and supporting reasons from the text to determine whether a story or text is fact or fiction.

Benchmark: LA.B.1.1.1: The student makes a plan for writing that includes a central idea and related ideas.

Corresponding Grade Level Expectations:

Write stories about experiences. People, objects or events.
Contributes ideas during a group writing activity.
Writes questions or makes notes about familiar topics, stories, or new experiences.

Benchmark: LA.B.2.1.1: The student writes questions and observations about familiar topics, stories, or new experiences.

Corresponding Grade Level Expectations:

Write stories about experience, people, objects, or events.

Contributes ideas during a group writing activities.

Writes questions or makes notes about familiar topics stories or new experiences.

Benchmark: LA.B.2.1.2: The student uses knowledge and experience to tell about experiences to write for familiar occasions, audiences and purposes.

Corresponding Grade Level Expectations:

Write informal texts.

Writes for familiar occasions, audiences, and purposes.

Benchmark: LA.C.2.1.1: The student determines the main idea in a non-print communication.

Corresponding Grade Level Expectation:

Understands the main idea or common theme in a non print communication.

Benchmark: LA.C.3.1.1: The student speaks clearly and at a volume audible in large or small group settings.

Corresponding Grade Level Expectation:

Speaks clearly and uses appropriate volume in a variety of settings.

Benchmark: SS.C.2.1.1: The student knows the qualities of a good citizen.

Corresponding Grade Level Expectations:

Listens to, views, and discusses stories, poems and other media about qualities of a good citizen.

Knows some actions associated with good citizenship.

Benchmark: SS.C.2.1.2: The student knows that a responsibility is a duty to do something or not to do something.

Corresponding Grade Level Expectation:

Knows that a responsibility is a duty to do something or not to do something.

Benchmark:SS.C.2.1.3: The student knows the sources of responsibility, examples of situations involving responsibility, and some of the benefits of fulfilling responsibility.

Corresponding Grade Level Expectations:

Knows examples of situations involving responsibility.

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Student Resources:

Day One:

Morris, A. (1989) Bread, Bread, Bread. New York: Lothrop Lee & Shepard.
Dooley, N. (1991) Everybody Cooks Rice. New York: Scholastic Inc.
McKellar, S. (1997) Child's Book of Lullabies. New York: D.K. Publishing.
Ronstadt, L. Dedicated to the One I Love. (Music CD)
Fink, C. Blanket Full of Dreams. (Music CD)
Battle, K. So Many Stars. (Music CD)
Louchard, R. G'Night Wolfgang. (Music CD)
Seeger, P. Abiyoyo and other story songs for children (Music CD)

Day Two:

Recipe for bread
Ingredients for bread
Equipment for baking bread (pans, spoons, measuring cups)
Toaster oven, oven, bread machine

Day Three:

Construction paper
Crayons

Day Four:

De Rolf, S. (1997) The Crayon Box that Talked, New York: Random House.

Teacher Resources:

Harbison, E. (1997) Loaves of Fun. Chicago: Chicago Review Press

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES K-5**

Procedures/Activities:

Day One

Objective: To focus students on caring.

- Show pictures of mothers and babies. Personal pictures as well as famous works of art, pictures from magazines, or pictures students bring from home. Use pictures from different cultures and ethnic groups. List methods used by mothers to comfort a baby. (i.e.: feeding, rocking, singing, talking softly).
- Ask why a lullaby helps to comfort an upset baby. (It's a quiet, gentle, peaceful song) Sing, hum or play tapes and/or CD of lullabies. Explain that lullabies have the same message (I'm here, I love you, Go to sleep) in all languages. Allow students to sing the songs that their parent, guardian, babysitter, or family member sings to them or their family at bedtime or other times when they need comforting.
- Ask students for other examples of things that human beings share in common. Steer the discussion to the fact that most of us sleep in beds. Talk about other ways or places in which people sleep. (For example: In Japan children sleep on mats, in parts of Africa children sleep in hammocks) Name different types of beds (i.e.: bunk, trundle, water, fold out, crib, platform, Murphy, sofa, cot, etc.)
- The need for food is another way in which all people are similar. Many cultures eat similar foods. Rice or potatoes are a staple food in many diets. A popular American food item is the sandwich. The fillings may be different but they are all made with bread. Read Bread, Bread, Bread by Ann Morris. Name the variety of breads named in the story. The index in the back indicates the origin of the photograph and the name of the bread. Discuss kinds of bread eaten at home and allow the children to share the customs associated with bread. Students can bring and share examples of traditional ethnic breads from home.
- Students can draw pictures of breads: how they are similar yet unique. A possible bulletin board could be about 'Our Favorites: Beds, Lullabies, and Breads'.

- Student partners can construct a Venn Diagram illustrating how their beds, lullabies and breads are similar and different. This could be used on a bulletin board.

Homework: Each child should bring in a list of their favorite foods.

**HOLOCAUST STUDIES
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Day Two

Objective: To cooperate with others and make bread.

- Working with adult supervision, students will make bread. They will measure and mix the ingredients, punch the dough after it has risen, and place the dough into pans. Pans of dough can be baked in classroom ovens, in the school cafeteria's oven or in toaster ovens. (An alternative is to send it home to be baked and returned.)
- Children could learn and sing new lullabies from different cultures while the bread is baking.
- Discuss the foods that were included in the student's homework list. As students speak of their favorites, ask if other students have eaten this dish. (Hopefully, there will be some foods which are unusual and which the other children have never tasted.) Ask the following questions:
 - How do they feel about trying new foods?
 - Have they ever had the experience of a food sounding terrible when it is described to them but tasting terrific?

(The same thing is true of people: sometimes we judge them by the way which they look or sound. We may laugh at someone because they are different than we are.)

- Try to arrange an all ethnic snack or lunch where different types of foods are brought into class. This shows how people eat different foods. Children can discuss that although the foods look different they still taste good.

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES K-5**

Day Three

Objective: To understand why prejudging is usually undesirable behavior.

- Hold up a storybook that has a dust cover (paper cover). The actual jacket should be covered with the jacket from another book. The jacket should be something that the teacher knows will be boring. Ask how many students want to hear the story depicted on the jacket. (Expect complaints about the choice of the book.) Take off the incorrect jacket and reveal the actual book cover underneath. Tell the students that they have just learned the adage, "Don't judge a book by its cover". Explain that we shouldn't judge other people by their looks since looks are deceiving. Just as we don't know how a food will taste until we eat it and we don't know what is inside a book until we open its cover, we can't know what people are like until we spend time getting to know them. We must not PREJUDGE. Ask children if they have ever picked up a present at a grab bag and expected it to be great because it had exciting wrappings but it turned out to be a disappointment. They need to remember the rule. "Don't judge a book by its cover"...Don't judge people by their appearance.
- Explain that when we prejudge, we don't give ourselves the opportunity to know others. This is called STEROTYPING. We assume that because someone looks a certain way they are really that way. When we see someone who is very muscular, many people automatically think that person is mean or cruel or not very smart. If we stereotype someone, we lose by not getting to know that person, and we also might hurt his or her feelings.
- Students will design a jacket for a book, this will help students understand that book covers can or cannot reflect the content of the book. Have students choose their favorite story and design a cover that reflects the story on one side and a cover that is not about the story on the other.

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Day Four

Objective: To encourage cooperation.

- Review the concept that everyone loses when we prejudge. This is a negative action since instead of benefiting by working together, we all lose.
- Read aloud The Crayon Box That Talked and discuss the following:
 - Why do the yellow and green crayons say they don't like the red one? *(They didn't know.)*
 - In what ways are the green, blue and yellow used when the little girl takes them home? *(The green is for grass, blue for sky, yellow for sun.)*
 - What happens as the colors touch each other? *(New colors are created.)*
 - When the picture is finished what changed the crayons' opinions of each other? *(They work together and the results are more interesting and colorful.)*
 - What is the message of this story? *(We are each unique but when we work together we create something greater than ourselves.)*
- Have students brainstorm and create a bulletin board on ways to get to know each other better.

Assessment: The understanding that:

- On the outside we may be different but our basic needs and feelings such as sleep and comfort and eating are the same.
- If we compare ourselves to others, our likes and dislikes make us different.
- Things that look or sound different can still be something we will like.
- Demonstration in classroom behaviors and activities.

**HOLOCAUST STUDIES
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2**

**HOLOCAUST STUDIES
CURRICULUM GUIDE
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Grade: 2

Topic: Different and Alike

Objective: To help students recognize that we are enriched by difference that make each person special.

Time Frame: 45-50 minutes (each lesson)

Areas of Infusion: Language Arts, Social Studies, Character Education

Sunshine State Standards

LA.A.1.1.1
LA.A.1.1.2
LA.A.1.1.3
LA.A.1.1.4
LA.A.2.1.1
LA.A.2.1.3
LA.B.1.1.2
LA.B.1.1.3
LA.B.2.1.1
LA.C.1.1.1
LA.C.1.1.4
LA.C.3.1.1
LA.E.1.1.2
SS.C.2.1.3

Benchmark: LA.A.1.1.1: Predicts what a passage is about based on its title and illustrations.

Corresponding Grade Level Expectation:

Uses prior knowledge, illustrations, and text to make and confirm predictions.

Benchmark: LA.A.1.1.2: The student identifies words and constructs meaning from the text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.

Corresponding Grade Level Expectations:

Blends sound components into words.

Applies knowledge of beginning letters and spelling patterns in single and multi-syllable words as visual cues for decoding.

Uses a variety of structural cues to decode unfamiliar words.

Uses a variety of context cues to construct meaning.
Cross-checks visual, structural, and meaning cues to figure out unknown words.
Uses context cues to define multiple meaning words.

Benchmark: LA A 1.1.3: The student uses knowledge of appropriate grade-age and developmental level vocabulary in reading.

Corresponding Grade Level Expectations:

Uses simple multiple meaning words.
Uses knowledge of contractions, base words, and compound words to determine meaning of words.
Know homophones, synonyms, and antonyms for a variety of words.
Develops vocabulary by reading independently and listening to and discussing both familiar and conceptually challenging selections.
Uses resources and references to build upon word meanings.

Benchmark: LA.A.1.1.4: Increases comprehension by rereading, retelling, and discussion.

Corresponding Grade Level Expectation:

Uses a variety of strategies to comprehend text.

Benchmark: LA.A.2.1.1: Determines the main idea or essential message from text and identifies supporting information. Summarizes information in texts.

Corresponding Grade Level Expectations:

Uses specific ideas, details, and information from text to answer literal questions.
Makes connections and inferences based on text and prior knowledge.
Understands similarities and differences from texts.

Benchmark: LA.A.2.1.3: The student reads for information to use in performing a task and learning a new task.

Corresponding Grade Level Expectation:

Reads an informational text for specific purposes.

Benchmark: LA.B.1.1.2: The student drafts and revises simple sentences and passages, stories, letters, and simple explanations that

- express ideas clearly;
- show an awareness of topic and audience;
- have a beginning, middle, and ending;
- effectively use common words;
- have supporting detail;
- are in legible handwriting.

Corresponding Grade Level Expectations:

Writes and revises a variety of simple texts.
Writes legibly.

Uses one or more paragraphs to focus on separate ideas in writing and uses transition words where appropriate.
Writes for a specific audience.
Writes a story that includes most story elements.
Uses strategies to support ideas in writing.
Evaluates own and other's writing.
Revises writing to improve supporting detail and word choice by adding or substituting text.

Benchmark: LA.B.1.1.3: The student produces final simple documents that have been edited for

- correct spelling;
- appropriate end punctuation;
- correct capitalization of initial words, "I", and names of people;
- correct sentence structure; and
- correct usage of age-appropriate verb/subject and noun/ pronoun agreement.

Corresponding Grade Level Expectations:

Spells frequently used words correctly.
Uses references to edit writing.
Uses conventions of punctuations.
Capitalizes initial words of sentences, the pronoun "I", and proper nouns.
Revises and edits for sentence structure and age appropriate usage.
Uses strategies to "finish" a piece of writing.

Benchmark: LA.B.2.1.1: The student writes to communicate ideas and information effectively.

Corresponding Grade Level Expectation:

Extends previously learned writing knowledge and skills of the first grade with increasingly complex texts and assignments and tasks.

Benchmark: LA.C.1.1.1: Listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules.

Corresponding Grade Level Expectation:

Listens for information and pleasure.

Benchmark: LA.C.1.1.4: The student retells specific details of information heard, including sequence of events.

Corresponding Grade Level Expectation:

Listens for specific details and information.

Benchmark: LA.C.3.1.1: The student speaks clearly and at a volume audible in large or small group settings.

Corresponding Grade Level Expectations:

Uses volume, phrasing, and intonation appropriate for different situations.

Speaks for different purposes.

Benchmark: LA.E.1.1.2: The student identifies the story elements of setting, plot, character, problem, and solution/resolution.

Corresponding Grade Level Expectation:

Extends previously learned knowledge and skills of the first grade with increasingly complex texts, assignments and tasks.

Benchmark: SS.C.2.1.3: The student knows the sources of responsibility, examples of situations involving responsibility, and some of the benefits of fulfilling responsibility.

Corresponding Grade Level Expectation:

Knows examples of situations involving responsibility.

**HOLOCAUST STUDIES
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Student Resources:

Day One:

Video: How We're Different and Alike. United Learning (1994).

Paper

Crayons

Day Two:

Poem: "Jason's Wish" Byrne, D. (1989).

"Teacher, They Called me a _____!" New York: Anti-Defamation League (1987).

Paper plates (one per child)

Crayons

Day Three:

Dr. Seuss: The Sneetches and other Stories. New York: Random House (1989).

"Teacher, They Called me a _____!" New York: Anti-Defamation League (1987).

Song: Being Green written by Joe Raposo. Jonico Music (1970).

Poster board

Colored cellophane

Day Four:

Simon, N.: Why Am I Different? New York: Albert Whitman (1993).

Teacher Resources:

The Holocaust: A Bibliography of Selected Multimedia Materials, School Board of Broward County, Florida.

Video: How We're Different and Alike can be borrowed from The Center for Holocaust and Human Rights Education

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**HOLOCAUST STUDIES
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GRADES K-5**

Procedures/Activities:

Day One

Objective: To recognize that there are strengths in differences.

- Select two volunteers to stand in front of the room. Are these students alike or different? On the board list ways in which they are alike and ways in which they are different. Are differences good or bad? Are similarities good or bad? (Explain that they are neither good nor bad.)
- Prior to showing the video *How We're Different and Alike*, alert students that they should be prepared to discuss the following questions:
 - What is your favorite part? Why?
 - In what ways are the children alike?
 - How are they different?
 - What is the overall message of the video?
 - How does the message translate into your life?
- What makes each of us what we are? Discuss the consequences of not accepting other people's differences (i.e.: hurt, anger, exclusion, violence).
- Have students draw pictures which illustrate how they are different and alike. Create a bulletin board.

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Day Two

Objectives: To accept differences.
To understand that actions affect others and us.

- Read the poem "Jason's Wish." by D. Byrne. Discuss what the world would be like if everyone were alike.
- Give each student a paper plate in which nose and eyeholes have been cut. Have each child place the plate over his face, close the lights, and try to identify each other without speaking. As in the poem, since there is no way to identify someone, we are all alike. Elicit and discuss the results of why they had trouble identifying each other. Have students color the plates creating eyes and other facial features. What has been learned from this exercise? Students should be aware that no two faces are alike.
- We must celebrate being different. What would happen if everyone has exactly the same bicycle? What if orange was the only color? We must appreciate each other for what we are.

**HOLOCAUST STUDIES
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Day Three

Objective: To acquaint students with prejudicial behaviors.

- Read The Sneetches aloud and discuss the following;
 - How do the ‘star-bellied’ sneetches behave toward the others? *(They brag and act superior. They won’t talk, play games, nor participate in a hotdog roast with the others.)*
 - How does Mr. McBean solve the problem for the “plain bellied?” *(He has a machine that puts stars on their bellies.)*
 - What happens when all the sneetches have stars? *(McBean uses his machine to remove the stars from the original starred group so that they are unique and identifiable.)*
 - How do the now plain-bellied act? *(They place their snoots in the air and claim they are superior.)*
 - What happens after the originally plain bellied have their stars removed? *(There is total confusion-no one can tell which sneetch is better.)*
 - What do the sneetches learn? *(They are all the same; it makes no difference whether a sneetch has a star or not.)*
 - What did you learn from the sneetches behavior?
- Assign students to role-play “plain bellied” and “star bellied” sneetches. Select a student to be Mr. McBean. Discuss the consequences of actions of the originally star bellied in terms of behavior and on the feelings of the originally “plain bellied” sneetches.
- Have students list how they acted and felt when they were role-playing. *(The starred felt they were special and acted more important. The plains felt inferior because they lacked stars.)* How do the plains act and feel when they have stars?

Ask students whether they were any better once they had a star. Would members of the class feel better if they had blue eyes or curly hair? How should people be treated?

- Draw a large magnifying glass on a sheet of cardboard or tagboard. It should be about 8 inches in diameter. Cut out the center of the magnifying glass and attach red, blue, green or yellow cellophane paper to the frame. Ask for two volunteers who are friends. Have one child describe how she feels about the other. (Why is she a good friend? What is she like? etc.) Give the same child the magnifying glass and have her look at her friend again. Have her describe how her friend has changed. (She should say that her friend changed colors.) Ask if the new color has changed her feelings about her friend. Stress that the color of a person's skin, hair, eyes or clothes should not influence how we feel about them. Ask the children how you really get to know whether you like someone or not.
- Have the class draw pictures of what their life would be like if they all had green skin. Recite and then discuss the words to the Sesame Street song, Being Green. Have the class sing the song.

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Day Four

Objective: To increase understanding and be sensitive to particular needs of other people.

- Read aloud Why am I Different? Discuss the following:
 - In what ways are you unique? (*Think, feel, look.*)
 - What are some of the ways in which the students in class are different? (*Size, coloring, tastes, allergies, ethnic group, desires, where they live, people in their home, languages they speak, parent's occupations, siblings, etc.*)
 - How does the author portray people if they aren't different? (*Paper dolls.*) Are their other ways to portray them? (Answers will vary.)
 - What are the occupations of the parents in the book? (*Mother, dentist, fruit seller, postal worker, carpenter, teacher, chef, graphic artist, vet, potter.*) What are some other occupations? (Answers will vary.)
 - How would the world be a different place if there were no differences? (Answers will vary.)
 - How should we act towards the diversity of people? (*We should treat them with respect.*)
 - In what ways do differences make our world more interesting, colorful and meaningful than it would be if everyone were alike? (Answers will vary.)
- Ask how many students have visited Disney World. Explain that no one really knows what mice are thinking, but people imagine a lot about them. Imagine someone told you that mice sing, dance, and wear clothes. This person is forming an opinion about all mice based on limited information. When we act this way, we are stereotyping. We assume that all mice act like the one with which we are familiar. We need to form opinions based on information and must judge each person on the basis of his/her actions. When we pre-judge someone based on where their relative came from or how they look, our actions are prejudiced. These actions are wrong.

- Have students verbalize feelings about being different in relation to their clothing. How might they feel if they were treated in hurtful ways because of their eyes or skin color, or height, weight, disability, and areas over which they have no control?
- What can individuals do to prevent prejudice? Have partners brainstorm Prejudice Do's and Don'ts. The teacher should make outlined fire hats and on them write tips to combat the fires of prejudice. Place these on a bulletin board and label it "How to Stomp out the Fires of Prejudice."

Assessment

The understanding that:

- On the outside we may be different but our basic needs and feelings are the same.
- If we compare ourselves to others, our likes and dislikes make us different.
- Things that look or sound different can still be something we will like.
- We are enriched by differences that make each person special.
- There are strengths in differences.
- Actions affect others and us.
- There are prejudicial behaviors.
- We need to increase understanding and be sensitive to particular needs of other people.
- Demonstration in classroom behaviors and activities.

**HOLOCAUST STUDIES
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GRADES K-5**

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3**

HOLOCAUST STUDIES CURRICULUM GUIDE GRADES K-5

Grade: 3
Topic: Immigration
Objective: To acquaint students with the multi-ethnic, multicultural makeup of America's citizens.
Time Frame: 45-55 minutes for each lesson
Areas of Infusion: Language Arts, Social Studies, Character Education

Sunshine State Standards

LA.A.1.2.2
LA.A.1.2.3
LA.A.1.2.4
LA.A.2.2.2
LA.A.2.2.5
LA.A.2.2.8
LA.B.1.2.1
LA.B.1.2.2
LA.B.1.2.3
LA.B.2.2.3
LA.C.1.2.1
LA.C.1.2.5
LA.C.3.2.2
LA.E.1.2.2
LA.E.1.2.3
SS.A.2.2.3
SS.C.2.2.2

Benchmark: LA.A.1.2.2: The student selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self questioning, confirming simple predictions, retelling, and using visual cues to identify words and construct meaning from various texts, illustrations, graphics, and charts.

Corresponding Grade Level Expectations:

Uses decoding strategies to clarify pronunciation.

Uses context clues.

Makes, confirms and revises predictions.

Uses a variety of word structures and forms to construct meaning.

Establishes a purpose for reading.

Benchmark: LA.A.1.2.3: The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root word, multiple meanings, antonyms, synonyms, and word relationships.

Corresponding Grade Level Expectations:

Uses a variety of strategies to determine meaning and increase vocabulary.

Discusses meanings of words and develops vocabulary through meaningful real-world experiences.

Develops vocabulary by reading independently and using reference books.

Benchmark: LA.A.1.2.4: The student clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.

Corresponding Grade Level Expectation:

Uses a variety of strategies to monitor reading in third grade or higher texts.

Benchmark: LA.A.2.2.2: The student identifies the author's purpose in a simple text.

Corresponding Grade Level Expectation:

Identifies authors purpose in a simple text.

Benchmark: LA.A.2.2.5: The student reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.

Corresponding Grade Level Expectation:

Reads and organizes information.

Benchmark: LA.A.2.2.8: The student selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information for research purposes.

Corresponding Grade Level Expectation:

Uses a variety of reference materials to gather information, including multiple representations of information.

Benchmark: LA.B.1.2.1: The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

Corresponding Grade Level Expectation:

Uses a variety of strategies to prepare for writing.

Benchmark: LA.B.1.2.2: The student drafts and revises writing in cursive that

- focuses on the topic;
- has a logical organizational pattern including a beginning, middle, conclusion and transitional devices;
- has ample development of supporting ideas;
- demonstrates a sense of completeness or wholeness;
- demonstrates a command of language including precision in word choice;

- generally has correct subject/verb agreement;
- generally has correct verb and noun forms;
- with few exceptions, has sentences that are complete, except when fragments are used purposefully;
- uses a variety of sentence structures; and
- generally follows the conventions of punctuation, capitalization, and spelling.

Corresponding Grade Level Expectations:

Focuses on a central idea or topic.

Uses an organizational pattern having a beginning, middle, and end.

Uses supporting ideas and specific information that clearly relate to the focus.

Uses an effective or organizational pattern and substantial support to achieve a sense of completeness or wholeness.

Understands the purpose of a first draft.

Uses effective sentence variety.

Generally follows the conventions of punctuation, capitalization, and spelling appropriate at the third-grade or higher level.

Revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and detail.

Benchmark: LA.B.1.2.3: The student produces final documents that have been edited for

- correct spelling;
- correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks;
- correct capitalization of proper nouns;
- correct paragraph indentation;
- correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and
- correct formatting according to instruction.

Corresponding Grade Level Expectations:

Uses a variety of spelling strategies.

Uses conventions of punctuation.

Uses principles of agreement in written work.

Uses parts of speech correctly in written word.

Uses basic features of page format.

Use creative writing strategies appropriate to the format.

Benchmark: LA.B.2.2.3: The student writes for a variety of occasions, audiences, and purposes.

Corresponding Grade Level Expectation:

Writes for a variety of occasions, audiences, and purposes.

Benchmark: LA.C.1.2.1: The student listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches.

Corresponding Grade Level Expectations:

Listens and responds informally to a variety of oral presentations such as stories, poems, skits, songs, personal accounts, or informational speeches.
Follows multiple-step oral directions.

Benchmark: LA.C.1.2.5: The student responds to speakers by asking questions, making contributions, and paraphrasing what is said.

Corresponding Grade Level Expectation:

Uses strategies to respond to speakers.

Benchmark: LA.C.3.2.2: The student asks questions and makes comments and observations to clarify understanding of content, processes, and experiences.

Corresponding Grade Level Expectation:

Asks and responds to questions and makes comments and observations.

Benchmark: LA.E.1.2.2: The student understands the development of plot and how conflicts are resolved in a story.

Corresponding Grade Level Expectations:

Understands the development of plots in a third grade level or higher story.

Understands how conflicts are resolved in a story.

Makes inferences and draws conclusions regarding story elements of a fourth grade or higher level text.

Benchmark: SS.A.2.2.3: The student understands various aspects of family life, structures, and roles in different cultures and in many eras.

Corresponding Grade Level Expectations:

Knows aspects of family life found in many eras.

Knows aspects of family life found in pastoral, agrarian, and urban settings.

Benchmark: LA.E.1.2.3: The student knows the similarities and differences among the characters, settings, and events presented in various texts.

Corresponding Grade Level Expectations:

Knows the similarities and differences of characters presented within third grade or high level selections.

Knows the similarities and differences of settings presented within third grade or higher level selections.

Knows the similarities and differences of events presented within third grade or higher level selection.

Benchmark: SS.C.2.2.2: The student understands why personal responsibility is important.

Corresponding Grade Level Expectation:

Understands ways personal responsibility is important.

HOLOCAUST STUDIES
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GRADES K-5

Student Resources:

Day One:

Cohen, B. (1983). Molly's Pilgrim. New York: Dell Publishing.
Picture of the Statue of Liberty

Day Two:

Map of United States immigration

Day Three:

Handout: "Schoolhouse Writing"

Day Four:

Video: *Molly's Pilgrim*

Teacher Resources:

The Holocaust: A Bibliography of Selected Multimedia Materials, School Board of Broward County, Florida.

Video available from The Center for Holocaust and Human Rights Education, Florida Atlantic University, 777 Glades Road, P.O. Box 3091, Boca Raton, Florida 33431-0991. www.fau.edu

www.cia.gov/cia/publications/factbook/reference_maps

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES K-5**

Procedures/Activities

Day One

Objectives: To understand the symbolism of the Statue of Liberty.
To appreciate the poem, "The New Colossus."

- Hold up a picture or photo of the Statue of Liberty and ask students what it is and what it commemorates. The teacher should explain that the statue, given by France to the United States in 1886 is a sculpture made of copper and iron which symbolizes freedom. It stands 151 feet tall in New York Harbor. It was designed by Frederic Bartholdi who decided what pose it would have, how it would be constructed, and where it would be placed. The base (pedestal) was financed through donations by students in the United States.
- On the base is the poem, "The New Colossus" by Emma Lazarus. The title refers to a large statue which stood centuries ago on a hill above the harbor in Rhodes, Greece and was considered one of the Seven Wonders of the World. (This excerpt may be placed on a transparency or PowerPoint.)

THE NEW COLOSSUS

Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore,
Send these, the homeless,
tempest-tost to me,
I lift my lamp beside the golden door.

- The following should be discussed:
 - What kind of people does the poem welcome? (*Underprivileged, tired, poor, those wanting freedom, homeless.*)
 - Define refuse and teeming.

- What does the phrase “teeming shore” mean? (*Europe was overcrowded, and the United States had plenty of room for all.*)
- Tempest-tost refers to the storms that people experienced; did it mean only on the seas or everywhere? (*Students may discuss the political upheaval in many countries that brought and still brings immigrants to America. Current immigration can be discussed.*)
- What is the “golden door”? (*The chance for a better life in America...opportunity.*)
- What is the attitude expressed in the poem? (*It welcomes immigrants to America.*)
- Show students a picture of the Statue and point out that it sits in New York harbor facing Europe. Ask why it faces Europe. (*Europe was the center of earlier U.S. immigration.*)
- Have students hypothesize if another statue was built today, where do they think it should be built? (Answers may vary.)
- Is a harbor still the best location for a statue welcoming new immigrants? (Answers may vary.)
- Have students examine a drawing or photo of the Statue.
 - Why is she dressed this way? (*The dress is a toga, the ancient robe of Greece, the birthplace of democracy.*)
 - What is around her head and why does it have seven spokes? (*It is a crown whose seven rays symbolize the seven continents or seven oceans.*)
 - What is she holding? (*A tablet on which is written July 4, 1776, the date the Declaration of Independence was signed.*)
 - Why would she be holding a flame or torch? (*It is a beacon of light for those trapped in the darkness of oppression, and signifies the role of the U.S. to enlighten the world.*)
- Have students write the poem “The New Colossus” on the handout of the Statue of Liberty.

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES K-5**

Day Two

Objective: To understand that many Americans are immigrants.

- Ask students the meaning of the word IMMIGRANT. Define it and have students write it in their notebooks.
- Ask children to raise their hands if they are immigrants or the descendant of one.
- Tell the class that both North and South America experienced isolation until Columbus thought that he had found a sea route to Asia from Europe. Many immigrants began coming to the "New World." At first, Spanish immigrants settled in Florida, Caribbean, Central and South America, while English immigrants settled the Atlantic coast. Dutch, Germans, Scandinavians, French, and Africans who were bought as slaves soon joined them along the seaboard. Later, immigrants arrived from Ireland, Italy, Russia, Greece, and Eastern Europe. Dreams of wealth, promises of jobs, and religious and political freedom drew most here.
- Have partners do the map activity.
- Map Activity:
 - Label the seven continents on your map.
 - Label the oceans.
 - Draw a red arrow from northern and western Europe to the United States. (More than 12.5 million immigrants came to America from 1861-1920.)
 - Draw a green arrow from southern and western Europe to the United States. (More than 13.4 million immigrants came to America from 1861-1920.)
 - Draw a yellow line from the coast of Africa to the United States. (18,000 immigrants came to America from 1861-1920.)
 - Draw a blue line from South America to the United States. (700,000 immigrants came to America from 1861-1920.)

- Draw an orange line from Asia to the United States. (800,000 immigrants came to America from 1861-1920.)
- Which area had the largest number of immigrants come to America between 1861-1920?
- Tell students that between 1892-1954, 17 million immigrants' first sight of America was the Statue of Liberty. This was the greatest mass movement in human history. America's immigration policy later became more restrictive.
- Have students speculate whether if they had been in America prior to this immigrant wave, how they might have felt seeing many new immigrants coming to America. (*Responses might include: happy, having more customers, fear of competition for jobs, resentful of those who don't speak or understand English, fear of different customs and religions.*)
- Ask students if they were an immigrant how they might have felt. (*Responses might include: fearful of learning a new language, unfamiliarity with different ways of doing things, having no friends or support groups.*)
- Ask what might be most important if you were a new immigrant. (*Responses might include: ties to the old country, religious practices, sense of family, speaking a familiar language.*)

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES K-5**

Day Three

Objective: To understand the nature of prejudice.

- Look at the cover of the book Molly's Pilgrim. What do the students notice? What does this lead you to suspect?
- Look at the dedication page; tell students this is the place where an author gives thanks to those who inspired or helped the book come into being. In this case why did the author decide to write this book?
- Read pages 1 and 2 aloud. Why doesn't the storyteller (narrator) like the school? How would you imagine someone would feel with people laughing at him or her? Have the other kids ever laughed at any of them? Why?
- How does Molly feel about the song they sing about her? How do you think she felt when Elizabeth gave candy to the other girls and not her? Have students give some examples of the name-calling prejudged attitudes mentioned in the book.
- Continue reading through page 5. The word in italics *Shaynkeit* means beauty, a beautiful person. Describe Molly's relationship with her mother. Why does Molly ask her mother to take her back to New York City? Have students complete the activity "Schoolhouse Writing " and discuss ways in which to make newcomers feel welcome.
- *Malkeleh* is an affectionate, pet name meaning "Little Molly". Molly and her mother are speaking Yiddish, a language used by the Jews of Europe in addition to their national language.
- Why doesn't Molly's mother want to return to New York City? Have students compare life in New York City with life in Winter Hill using a Venn diagram.
- Why doesn't her mother want to go back to Russia? Read p. 13. Cossacks were soldiers who didn't like Jews, burned down Jewish homes and religious sites, and took pleasure in killing Jews. If they went back, it would mean more persecution. Also Russian girls weren't educated, they only learned how to keep house, cook, and sew. Can Molly's mother read and write? Students can use a world map to locate Russia and New York.

- *Paskudnyak* is Yiddish for nasty or mean people. Why doesn't Molly want her mother to speak to her teacher, Miss Stickley? What would you have done if you were in Molly's place?

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES K-5**

Day Four

Objectives: To appreciate the significance of being a Pilgrim.
 To understand how hurtful others may be.

- Read pp. 15-17. In what way did Elizabeth treat Molly? Why is using the phrase “you people” so hurtful? Do you think Molly knew about Labor Day or the Fourth of July?
- Ask students to name holidays that are celebrated in other countries. How does the teacher help Molly in the classroom?
- Read pp. 18-23. When Molly explained her assignment to her mother, what happened that made her realize that her mother understood what she had to do? Do you think that Molly’s Mama knew what the Pilgrim doll was supposed to look like? Why is this holiday celebrated? Talk with the students about the ways they celebrate with their families. Where do they go? What do they eat? What are they grateful for?
- Read pp. 24-27. Have a student describe Molly’s pilgrim doll. How does Molly react to the doll that her Mama made? (*It looks like a picture of her mother taken as a young girl. Mama did that on purpose.*) Have students color the drawing of Molly’s doll.
- Why did Mama make the Pilgrim doll resemble herself? If you were to make a pilgrim, would it be similar or different from Molly’s doll?
- Read pp. 28-32. What would the students do if they were Molly? Would they have taken the doll to school? What does Molly do with the doll? What does Elizabeth say when Molly shows her doll?
- Read pp. 32-35. Compare the picture of the other children’s dolls with Molly’s. How was Molly’s doll different? How does the class and Miss Stickley respond to Molly’s Pilgrim?
- Complete the story. How does Molly explain why her doll is so different from the others? What action does Miss Stickley take when Elizabeth and others hooted?

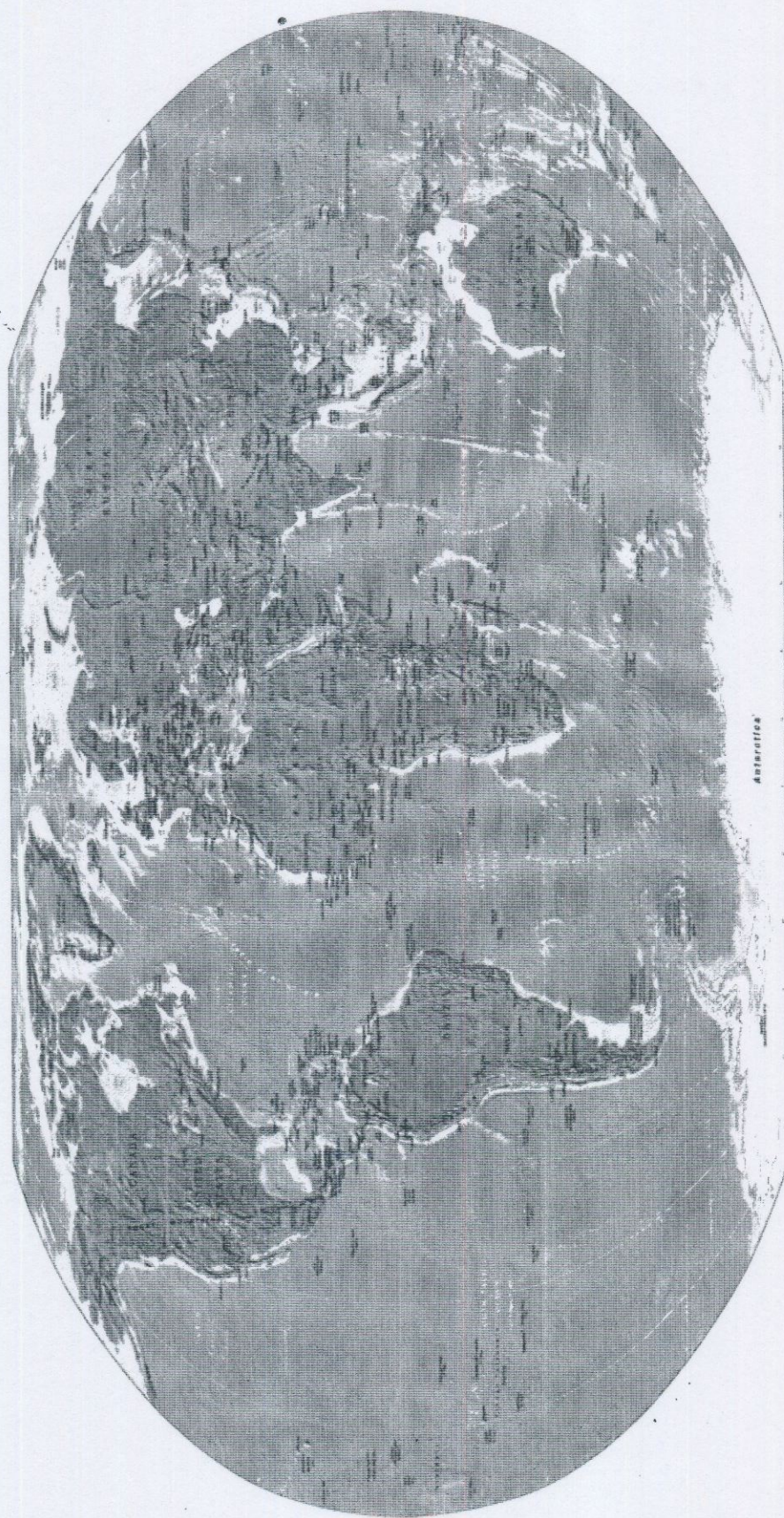
- Ask students the same questions Miss Stickley asked Elizabeth. Where does the idea for Thanksgiving come from? Ask if any of the students have celebrated this holiday and describe what they saw.
- Why does Miss Stickley place Molly's doll on her desk?
- At the end of the story, how do we know that school is probably going to be better for Molly in the future?
- What does Molly mean when she says, "I've decided it takes all kinds of Pilgrims to make a Thanksgiving."
- How have Molly's feelings about Mama changed?
- What lessons can the class learn from Molly? From her mother? From her father? From the Pilgrim doll?
- Discuss samples of prejudice from the story. Why does prejudice make people feel lonely or isolated from a group? What are some of the reasons Molly was excluded from the others? How can we be accepted? What is the responsibility toward others who are different?
- Use the "Main Idea" Activity to conclude the class.
- Show the video, *Molly's Pilgrim* and contrast it with the book. If you were to make a film or rewrite the story, what changes might you make? Why?

Assessment

A project can be assigned. Some suggestions for projects:

- Have children interview their parents about their ethnic background and do research to create a doll wearing a native costume from the country their ancestors came from.
- Have students create a family tree.
- Have students do research on ethnic foods and with parental help prepare and serve an ethnic meal containing dishes from different ethnic backgrounds. Combine recipes into a cookbook for all members of the class.
- Have students look in a telephone book to find one family name for each letter of the alphabet and make a list.
- Have students do research into holidays unique to the country from where their ancestors came from. Present this to the class orally.



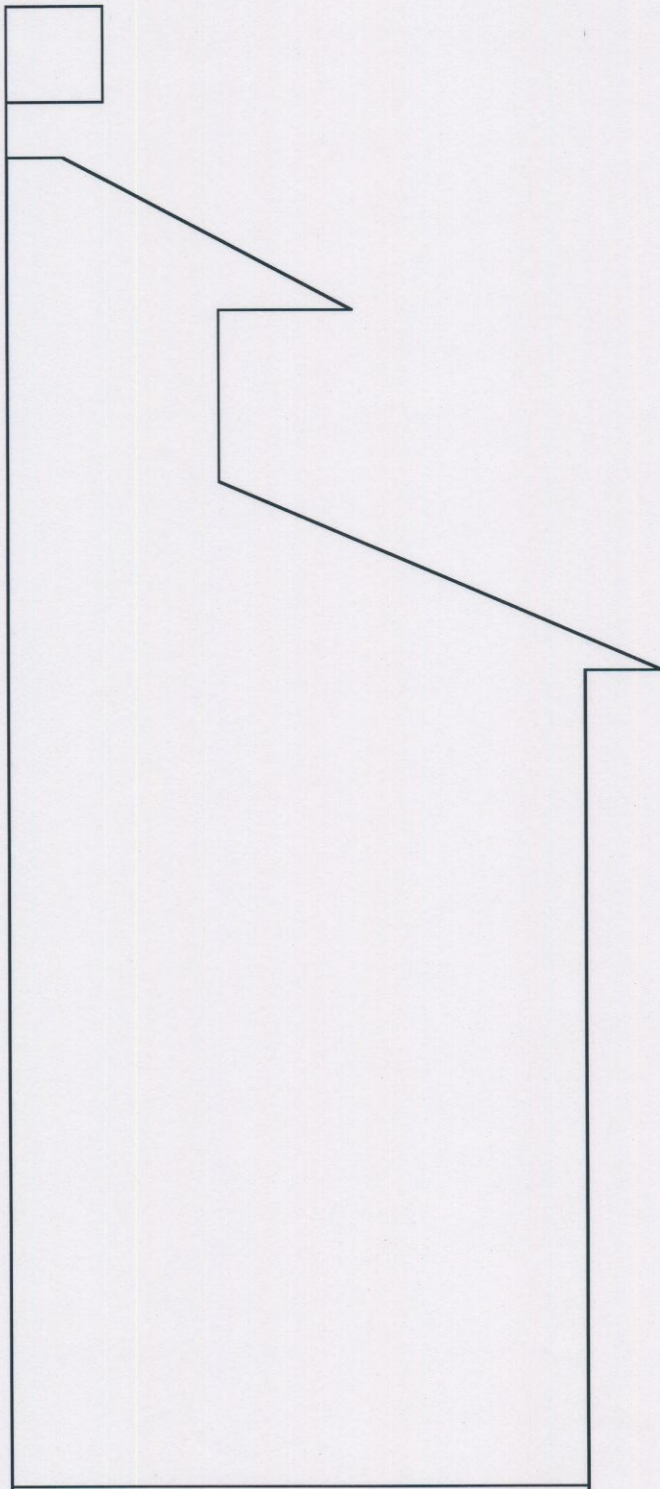


SCHOOLHOUSE BOOK

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1. Cut out the school-house pattern. Place the long edge on a fold of red construction paper. Trace the pattern and cut it out. Open the paper to have a complete schoolhouse.

2. Glue or staple lined writing paper to a sheet of red construction paper.

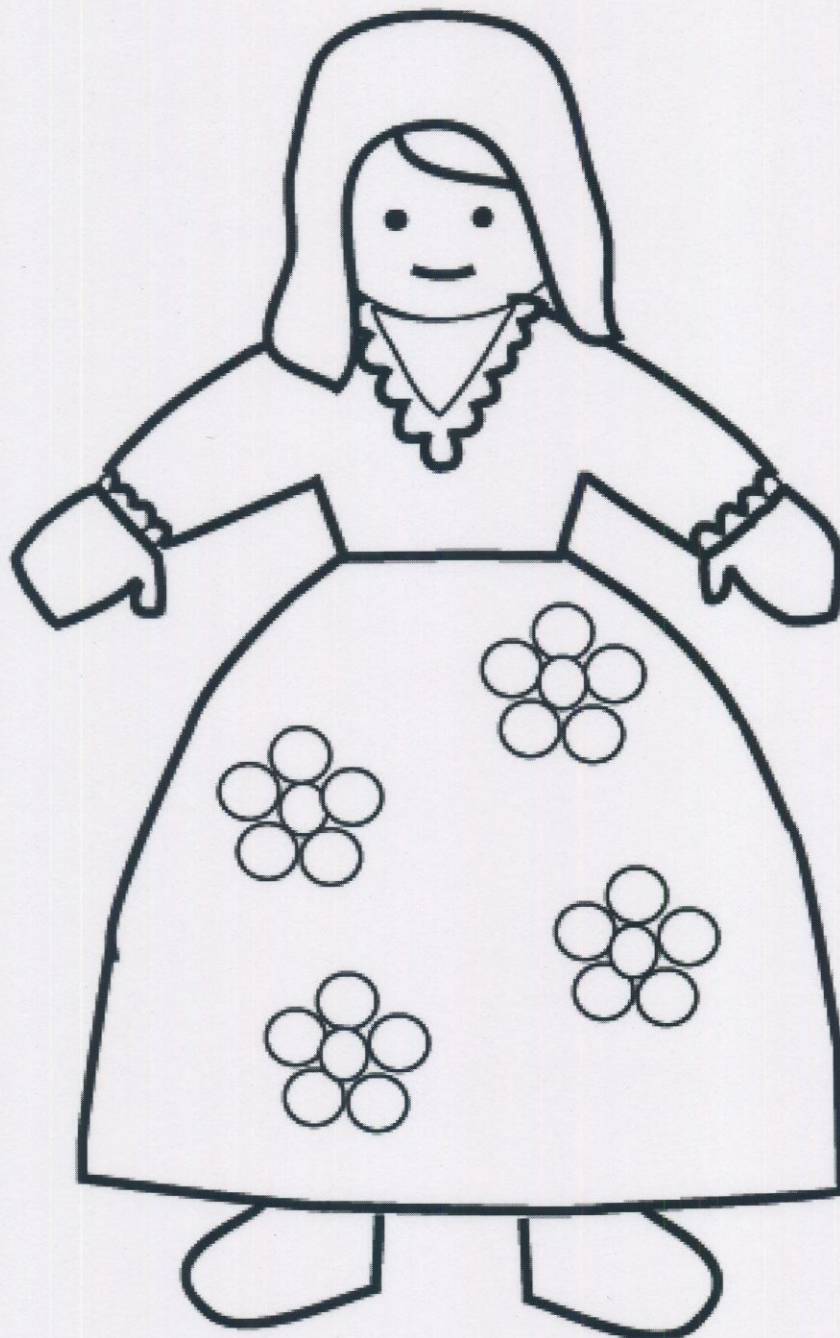
3. Remind students that Molly did not like going to school in Winter Hill. Ask them why? Discuss how a new student should be treated so that she or he will feel welcome.

4. Have students write their own compositions on welcoming new students to their school. Have them begin in this way: *There are many things I can do to make a new student feel welcome. I can...*

5. Have students staple the school-house to the composition along the left-hand side. Have students draw windows, a door and a school bell.

6. Pair students and have them read their stories.

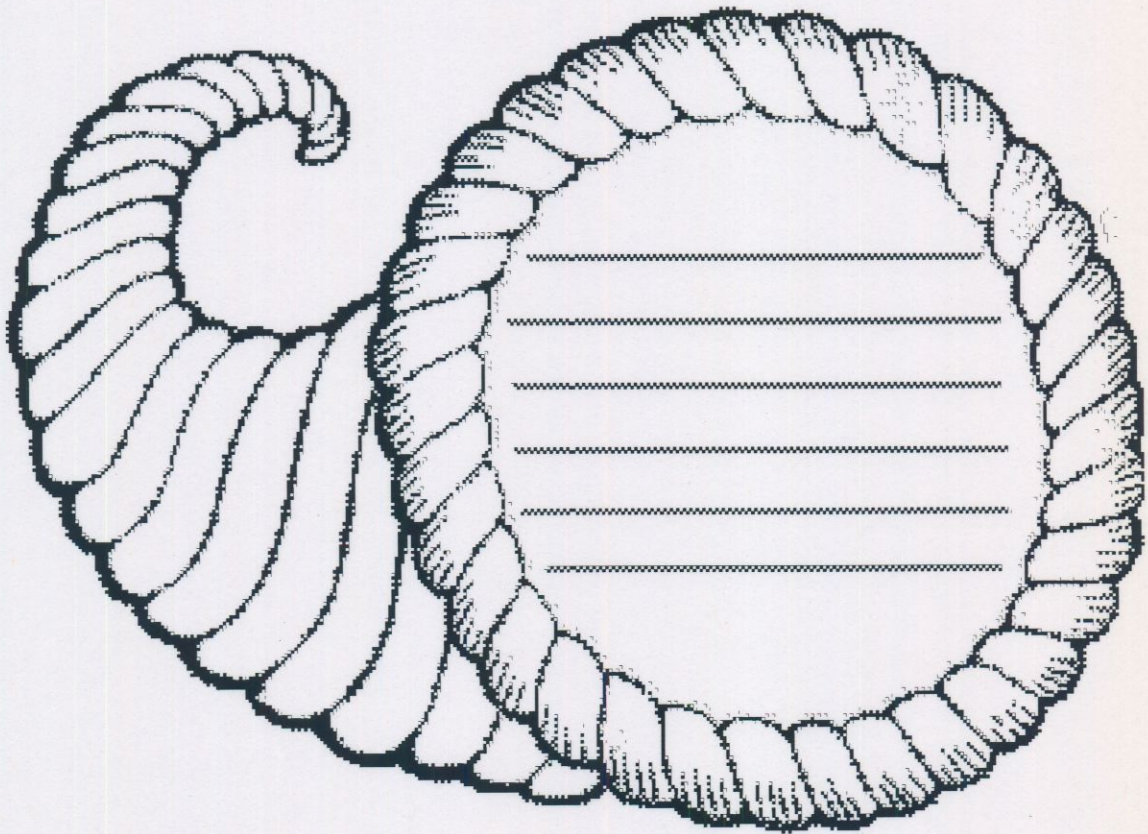
MOLLY'S PILGRIM



MAIN IDEA

Directions: Read the sentences below. Which is the main idea of *Molly's Pilgrim*? Write it on the Cornucopia.

1. The "First Thanksgiving" took place in Massachusetts.
2. The other children made fun of Molly.
3. Molly wants to go home to Russia.
4. A pilgrim is someone who moves to a new place to find religious freedom.
5. Miss Stickley helps Molly with her English.



**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES K-5**

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**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES K-5**

Grade: 4

Topic: Rescue

Objective: To introduce students to the choices faced by non-Jews during the Holocaust and the role of the rescuer.

Time Frame: 45-50 minutes per lesson

Areas of Infusion: Language Arts, Social Studies, Character Education

Sunshine State Standards

LA.A.1.2.4
LA.A.2.2.1
LA.A.2.2.2
LA.C.1.2.2
LA.C.1.2.5
LA.C.3.2.2
SS.A.1.2.1
SS.B.1.2.1
SS.C.2.2.2
MA.B.4.2.2

Benchmark: LA.A.1.2.4: The student clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.

Corresponding Grade Level Expectation:

Uses a variety of strategies to monitor reading in fourth-grade or higher texts.

Benchmark: LA.A.2.2.1: The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.

Corresponding Grade Level Expectation:

Understands explicit and implicit ideas and information in fourth-grade or higher texts.

Benchmark: LA.A.2.2.2: The student identifies the author's purpose in a simple text.

Corresponding Grade Level Expectation:

Identifies and discusses the author's purpose in text.

Benchmark LA.C.1.2.2: The student identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations.

Corresponding Grade Level Expectation:

Knows personal listening preferences.

Benchmark LA.C.1.2.5: The student responds to speakers by asking questions, making contributions, and paraphrasing what is said.

Corresponding Grade Level Expectation:

Uses strategies to respond to speakers.

Benchmark LA.C.3.2.2: The student asks questions and makes comments and observations to clarify understanding of content, processes, and experiences.

Corresponding Grade Level Expectation:

Asks questions and makes comments and observations.

Benchmark SS.A.1.2.1: The student understands how individuals, ideas, decisions, and events can influence history.

Corresponding Grade Level Expectation:

Knows examples of situations involving responsibility.

Benchmark SS.B.1.2.1: The student uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.

Corresponding Grade Level Expectation:

Uses maps, globes, charts, graphs and other geographic tools to gather and interpret data and draw conclusions about physical patterns.

Benchmark SS.C.2.2.2: The student understands why personal responsibility and civic responsibility are important.

Corresponding Grade Level Expectation:

Extends and refines understanding of ways personal and civic responsibility are important.

Benchmark MA.B.4.2.2: The student selects and uses appropriate instruments and technology, including scales, rulers, thermometers, measuring cups, protractors, and gauges, to measure in real-world situations.

Corresponding Grade Level Expectation:

Selects and uses the appropriate tool for situational measures.

Student Resource: Mochizuki, K. (1997) *Passage to Freedom The Sugihara Story*, New York: Lee & Low Books, Inc.

Teacher Resources: *The Holocaust: A Bibliography of Selected Multimedia Materials*, School Board of Broward County, Florida.

www.cia.gov/cia/publications/factbook/reference_maps

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES K-5**

Procedures/Activities

Day One

Objective: To introduce the role of rescuer.

- Have children discuss what they might do if they had a close friend who knocked on their door asking for help. What if this friend is fleeing from the police? Would this change their response?
- Explain that this story is not about helping friends but about helping strangers.
- Read the story to the class, Passage to Freedom: The Sugihara Story
 - Who is the narrator of the story?
 - Through whose eyes do we see the story?
 - What was the occupation of Hiroki Sugihara's father?
 - Where did the Sugihara family live?
 - Where did Mr. Sugihara do his work?
 - When (what year) does the story take place?
 - Why did hundreds of people gather outside the Sugihara house?
 - Where did they come from?
 - Describe the people gathered outside the Sugihara house?
 - What did the people want Mr. Sugihara to do?
 - Why was it important for Mr. Sugihara to do it quickly?
 - Why was Mr. Sugihara not able to write the visas?
 - How did Mr. Sugihara try to solve this problem?
- Discuss your thoughts about why the government of Japan would not grant permission to write the visas.

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES K-5**

Day Two

Objective: To understand that personal risk may be necessary in order to stand up to what is right.

- Locate Lithuania on a world map.
- Locate Japan on a world map.
- Calculate the approximate distance between the two countries.
- Discuss how the Japanese government still make the rules for Mr. Sugihara, even though the two countries were very far from each other.
- What decision did Mr. Sugihara have to make?
- Who did he discuss this with before he decided what to do?
- What might happen if he decided to help the Jews?
- Define and discuss courage. Have students list acts that take courage.
- Discuss why it took courage to help the Jews.
- What did the other members of the Sugihara family do to help Mr. Sugihara?
- Did Mr. Sugihara ever become discouraged by his task?
- Discuss how we know that Mr. Sugihara became discouraged.

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES K-5**

Day Three

Objective: To understand that one person can make a difference.

- What were the consequences for Mr. Sugihara and his family because of his decision?
- How was Mr. Sugihara's life changed?
- Did Mr. Sugihara ever regret his decision?
- Discuss how Mr. Sugihara and his family made a difference.
- Have students complete cause and effect handout.

Assessment

- Students can write a diary of the experiences of one of the characters in the book.
- Students can recreate the book as a play.
- Students can find another book in which someone helps another. They can compare the stories. They can contrast the stories.
- Students can explain the role of a rescuer.
- Students can create a list of famous people who have exhibited courage and write about their courageous acts.
- Students can read a biography of an individual and write an act that exhibited courage.



CAUSE AND EFFECT

Cause

Effect

1.

Hundreds of people gather outside the Sugihara house.

2. The Jewish refugees hope to travel to Japan.

3.

The Japanese government denies Mr. Sugihara permission to issue visas to Japan.

4. Mr. Sugihara asked his family what he should do.

5.

Mr. Sugihara worked day and night.

6. The Japanese government re-assigned Mr. Sugihara to Germany.

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES K-5**

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HOLOCAUST STUDIES CURRICULUM GUIDE GRADES K-5

Grade: 5

Topic: The Holocaust

Objective: To provide background information and instructional strategies to facilitate the integration and infusion of The Holocaust in an interdisciplinary manner.

Time Frame: 50 minutes per lesson

Areas of Infusion: Language Arts, Social Studies, Character Education

Sunshine State Standards

LA.A.1.2.2	LA.C.2.2.2
LA.A.1.2.3	LA.C.3.2.2
LA.A.2.2.1	LA.C.3.2.5
LA.A.2.2.5	LA.E.1.2.3
LA.A.2.2.6	LA.E.1.2.4
LA.A.2.2.7	LA.E.2.2.5
LA.A.2.2.8	SS.A.1.2.1
LA.B.1.2.1	SS.A.1.2.2
LA.B.1.2.2	SS.A.2.2.4
LA.B.2.2.1	SS.A.3.2.3
LA.B.2.2.3	SS.B.1.2.1
LA.B.2.2.4	SS.C.2.2.1
LA.C.1.2.1	SS.C.2.2.2
LA.C.1.2.2	SS.D.1.2.1
LA.C.2.2.1	

Benchmark: LA.A.1.2.2: The student selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues to identify words and construct meaning from various texts, illustrations, graphics, and charts.

Corresponding Grade Level Expectation:

Refines previously learned knowledge and skills of the fourth grade with increasing complex reading selections and assignments and tasks.

Benchmark: LA.A.1.2.3 The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.

Corresponding Grade Level Expectations:

Uses a variety of strategies to determine meaning and increase vocabulary.

Develops vocabulary by reading independently.

Develops vocabulary by listening to, reading, and discussing both familiar and conceptually challenging selections.

Uses resources and references such as dictionary, thesaurus, and context to build word meanings.

Identifies, classifies, and demonstrates knowledge of levels of specificity among fifth-grade or high level words from a variety of categories.

Benchmark: LA.A.1.2.4: The student clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.

Corresponding Grade Level Expectation:

Uses a variety of strategies to monitor reading in fifth-grade or higher level texts.

Benchmark: LA.A.2.2.1: The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.

Corresponding Grade Level Expectation:

Extends previously learned knowledge and skills of the fourth grade level with increasingly complex reading texts and assignments and tasks.

Benchmark: LA.A.2.2.5: The student reads and organizes information for a variety of purposes including making a report, conducting interview, taking a test, and performing an authentic task.

Corresponding Grade Level Expectation:

Reads and organizes information from multiple sources for a variety of purposes

Benchmark: LA.A.2.2.6: The student recognizes the difference between fact and opinion presented in a text.

Corresponding Grade Level Expectation:

Extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks.

Benchmark: LA.A.2.2.7: The student recognizes the use of comparison and contrast in a text.

Corresponding Grade Level Expectation:

Extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks.

Benchmark: LA.A.2.2.8: The student selects and uses a variety of appropriate reference materials, including multiple representations of information, such as mps, charts, and photos, to gather information for research projects.

Corresponding Grade Level Expectation:

Extends previously learned knowledge and skills of the fourth grade with increasingly complex texts and assignments and tasks.

Benchmark: LA.B.1.2.1: The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

Corresponding Grade Level Expectations:

Uses a variety of strategies to prepare for writing.

Establishes a purpose for writing.

Benchmark: LA.B.1.2.2: The student drafts and revises writing in cursive that

- focuses on the topic;
- has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices;
- has development of supporting ideas;
- demonstrates a sense of completeness or wholeness;
- demonstrates a command of language including precision in word choice;
- generally has correct subject/verb agreement;
- generally has correct verb and noun forms;
- with few exceptions, has sentences that are complete, except when fragments are used purposefully;
- uses a variety of sentence structures; and
- generally follows the conventions of punctuation, capitalization, and spelling.

Corresponding Grade Level Expectations:

Focuses on a central idea or topic.

Uses an organizational pattern appropriate to purpose and audience.

Uses devices to develop relationships among ideas.

Uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness.

Uses varied sentence structure.

Generally follows the convention of punctuation, capitalization, and spelling appropriate at fifth-grade or higher level.

Revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.

Benchmark: LA.B.2.2.1: The student writes note, comments, and observations that reflect comprehension of content and experiences from a variety of media.

Corresponding Grade Level Expectation:

Writes notes, comments, and observations that reflect comprehension of fifth-grade or higher level content and experiences from a variety of media.

Benchmark: LA.B.2.2.3: The student writes for a variety of occasions, audiences, and purposes.

Corresponding Grade Level Expectation:

Writes for a variety of occasions, audiences and purposes.

Benchmark: LA.B.2.2.4: The student uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, and verify information.

Corresponding Grade Level Expectation:

Uses electronic technology to create, revise, retrieve, and verify information.

Benchmark: LA.C.1.2.1: The student listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches.

Corresponding Grade Level Expectations:

Understands information presented orally in a variety of forms.

Uses listening strategies in non-interactive settings.

Benchmark: LA.C.1.2.2: The student identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations.

Corresponding Grade Level Expectation:

Knows personal listening preferences.

Benchmark: LA.C.2.2.1: The student determines main concept and supporting details in a non-print media message.

Corresponding Grade Level Expectation:

Identifies and explains the main concept and supporting details in a non-print media message.

Benchmark: LA.C.2.2.2: The student recognizes and responds to non-verbal cues used in a variety of non-print media, such as motion pictures, television advertisements, and works of art.

Corresponding Grade Level Expectation:

Understands persuasive messages used in non-print media.

Benchmark: LA.C.3.2.2: The student asks questions and makes comments and observations to clarify understanding of content, processes, and experiences.

Corresponding Grade Level Expectation:

Asks relevant questions and makes comments and observations.

Benchmark: LA.C.3.2.5: The student participates as a contributor and occasionally acts as a leader in a group discussion.

Corresponding Grade Level Expectation:

Uses discussion strategies.

Benchmark: LA.E.1.2.3: The student knows the similarities and differences among characters, settings and events presented in various texts.

Corresponding Grade Level Expectations:

Knows the similarities and differences of characters presented within and across fifth grade or higher level selections.

Knows the similarities and differences of settings presented within and across fifth grade or higher level selections.

Knows the similarities and differences of events presented within and across fifth grade and higher level selections.

Benchmark: LA.E.1.2.4: The student knows that the attitudes and values that exist in a time period affect the works that are written during that time period.

Corresponding Grade Level Expectation:

Knows that the attitudes and values that exist in a time period affect stories and informational articles written during that time period.

Benchmark: LA.E.2.2.5: The student forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas.

Corresponding Grade Level Expectation:

Uses specific information from text to support ideas about content in literary texts.

Benchmark: SS.A.1.2.1: The student understands how individuals, ideas, decisions, and events can influence history.

Corresponding Grade Level Expectation:

Extends and refines understanding of the effects of individuals, ideas, and decisions on historical events, for example, in the United States.

Benchmark: SS.A.1.2.2: The student uses a variety of methods and sources to understand history and knows the difference between primary and secondary sources.

Corresponding Grade Level Expectation:

Compares and contrasts primary and secondary accounts of selected historical events.

Benchmark: SS.A.2.2.4: The student understands the emergence of different laws and systems of government.

Corresponding Grade Level Expectation:

Understands the emergence throughout history of different laws and systems of government.

Benchmark: SS.A.3.2.3: The student understands the types of laws and government systems that have developed since the Renaissance.

Corresponding Grade Level Expectation:

Understands types of laws and government systems that have developed since the Renaissance.

Benchmark: SS.B.1.2.1: The student uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns,

Corresponding Grade Level Expectation:

Extends and refines use of maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.

Benchmark: SS.C.2.2.1: The student understands the importance of participation through community service, civic improvement, and political activities.

Corresponding Grade Level Expectation:

Understands the importance of participation through community service, civic improvement, and political activities.

Benchmark: SS.C.2.2.2: The student understands why personal responsibility and civic responsibility are important.

Corresponding Grade Level Expectation:

Extends and refines understanding of ways personal and civic responsibility are important.

Benchmark: SS.D.1.2.1: The student understands that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.

Corresponding Grade Level Expectation:

Knows examples of the extension of the privileges and responsibilities of citizenship.

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES K-5**

Procedures/Activities

Day One

Objectives: To understand the importance of recording thoughts and feelings especially in relation to our surroundings.
To provide journal writing experiences.

- Explain to the students that much of the information we have about the Holocaust comes from diaries, letters and journals kept by men, women, and children. The most well known is Anne Frank: The Diary of a Young Girl.
- Diaries, letters, and journals have become ways for us to look into the past to see what life was like during this time in history. Remind students that during this time (1933-1945) there were no televisions, computers, or video cameras. Telephones were not as widely used as the way we use them today. Radio was the main method of communication.
- Suggest that e-mail and chat rooms are present day ways to communicate thoughts and feelings.
- Keeping a journal during the study of the Holocaust is a good way for teachers and students to gain insight into this time period. It also allows for self-discovery and serves as an emotional outlet for many of the moral and human issues that are presented during the course of study.
- Journals can also be used to:
 - Set and clarify learning goals.
 - Work through issues and find solutions.
 - Record encounters, feelings, dreams, and ideas.
 - Provide a record of material presented.
- Journal writing is different from other kinds of writing. There are no set rules for writing in a journal. It can also lead to self-discovery and understanding of others.
- Some suggestions for journal writing include:
 - Write for yourself.
 - Be spontaneous and write fast to keep the thoughts flowing.
 - Don't censor your thoughts and/or feelings.

– Don't be judgmental of your thoughts.

- In order to make journal writing a successful activity for the study of the Holocaust it is important to set aside 5-10 minutes every day. Teachers and students will benefit from keeping a journal and should all write at the designated time. Encourage students to write at other times as well.
- Students should have the opportunity to share their journals.
- All the journal writers (adults and students) should be allowed privacy. Writings should not be subjected to grammar, punctuation, spelling or content scrutiny.
- Journal writing is a very effective way of allowing students to deal with the large amount of information as well as the emotional issues that are presented in the study of the Holocaust.

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES K-5**

Student Resources:

Day Two:

Handouts: The Holocaust KWL, Holocaust Time Line, The Holocaust Venn Diagram, Questions about the Holocaust, Holocaust Questions, Holocaust Resource Log, The Holocaust Main Idea, The Holocaust Personal Glossary, The Holocaust Fact or Opinion, and Holocaust Word Search.

Teacher Resources: *The Holocaust: A Bibliography of Selected Multimedia Materials, School Board of Broward County, Florida*

36 Questions and Answers, Simon Wiesenthal Center Library and Archives.

www.cia.gov/cia/publications/factbook/reference_maps

*7th Heaven: "I Hate You" How do you teach your children not to hate? (1998) video and study guide. Available through: The Center for Holocaust and Human Rights Education, Florida Atlantic University, 777 Glades Road, P.O. Box 3091, Boca Raton, FL 33431-0991
www.fau.edu*

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES K-5**

Day Two

Objective: To provide overview of information and vocabulary, to continue study of the Holocaust.

- The creation of a Holocaust notebook is helpful for keeping all materials and the journal together.
- In order to assess any prior knowledge of the student use the KWL format. Ask students to fill in what they already KNOW about the Holocaust. Ask them what they want to LEARN. Students can complete their chart as they continue the study of the Holocaust. Brainstorm with the students to create a class KWL on chart paper or spare board. Complete on an ongoing basis.
- Use available classroom world maps or atlas to locate countries important to the Holocaust.
- Axis Powers:
 - Germany
 - Italy
 - Japan
- Allies:
 - The United States
 - The Soviet Union
 - Great Britain
 - Canada
- Discuss the location of the Axis Powers and the Allies.
 - What continents are they located on?
 - What are the major bodies of water?
 - Are any of the Axis countries neighbors? Name them.
 - Are any of the Allies countries neighbors? Name them.
 - Create a map key distinguishing the Axis Powers and Allies.
 - Have the map reflect the two sets of powers.

- The appendix in the Holocaust Curriculum Guide contains material essential to establishing a foundation for Holocaust study. Review and use with other classroom materials for activities.
- As part of the student's Holocaust notebook, the following handouts could be utilized:
 - Holocaust Time Line – significant Holocaust dates and events can be shown in comparison to world dates and events.
 - Holocaust Compare/Contrast – using the Venn diagram format students can compare/contrast such topics as:
 - Jews and other victims of the Holocaust.
 - Life of a Jewish child/Life of a non-Jewish child.
 - Life in different countries during the years of the Holocaust (i.e. Germany/Poland, France/Denmark.)
 - Questions about the Holocaust – can also be used on an ongoing basis. As students come across specific events, the graphic can be used for the event.
 - The Holocaust Questions – can be used as a pre and post test for the Holocaust lessons.
 - The Resource Log – students can use to keep a record of Holocaust materials that they use. Students might have books, magazine articles, or current events that can be shared or used for classroom activities.
 - Introduce the glossary words. Explain that there are many other words, phrases and people that are important to the study of the Holocaust. Have students keep a Holocaust Personal Glossary of words, phrases and people that they encounter in their readings, in videos or films or on the Internet. This allows for sharing of ideas and materials. Check on a regular basis before sharing. (As always, please be aware of the sensitive nature of much of the material before introducing to the whole group.)
 - The Holocaust Fact or Opinion – is an additional handout for assessment. It also allows for classroom discussion and other activities.
 - The Holocaust Word Search – can be used for word recognition and vocabulary reinforcement.

**HOLOCAUST STUDIES
CURRICULUM GUIDE
GRADES K-5**

Day Three

Objective: To understand about individual and group hate, the power of hate, and the consequences of hate.

7th Heaven: I Hate You available through FAU (see teacher resources) is a 50 minute video of the popular television show, about a minister and his wife and the challenges and problems of raising children and teaching them life's lessons. It provides different levels of hate and prejudice. The consequences of hate, hurt feelings, and mistrust are all addressed, in a contemporary situation.

Assessment:

- Students will keep a journal during the study of the Holocaust.
- Students will understand the fundamentals of journal writing and the importance of the written word.
- Have students create a journal for a fictional character or real person from the Holocaust.
- Students will have an understanding of basic words, phrases and people as related to the Holocaust for written and oral use.
- Students will be aware of names and locations of the countries of the Axis Powers and the countries of the Allies.
- Students will have some fundamental background information about the Holocaust.
- Students will understand the many different resources that can be used in studying the Holocaust.

THE HOLOCAUST

KWL

K

What I Know

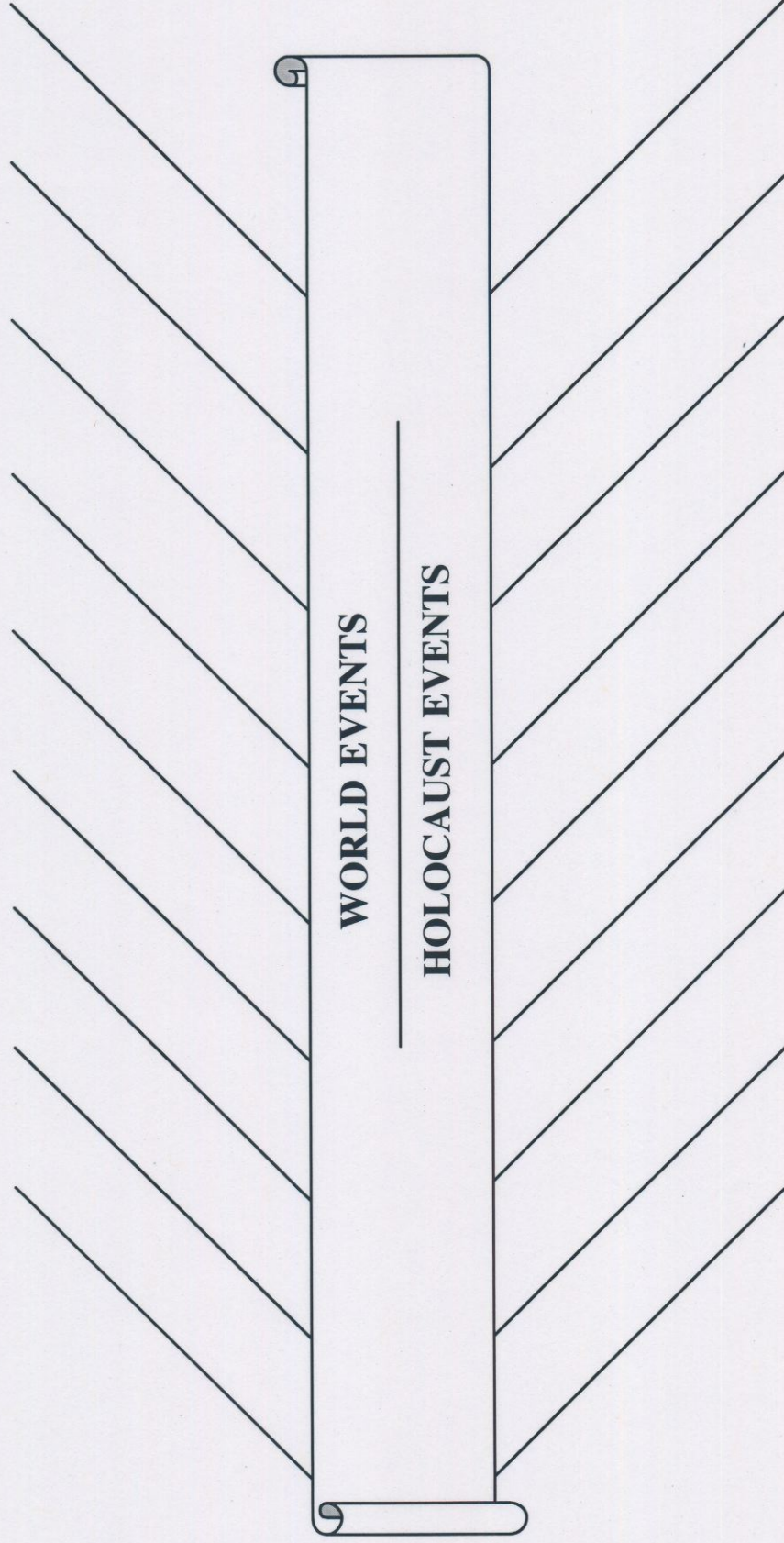
W

What I Want to Know

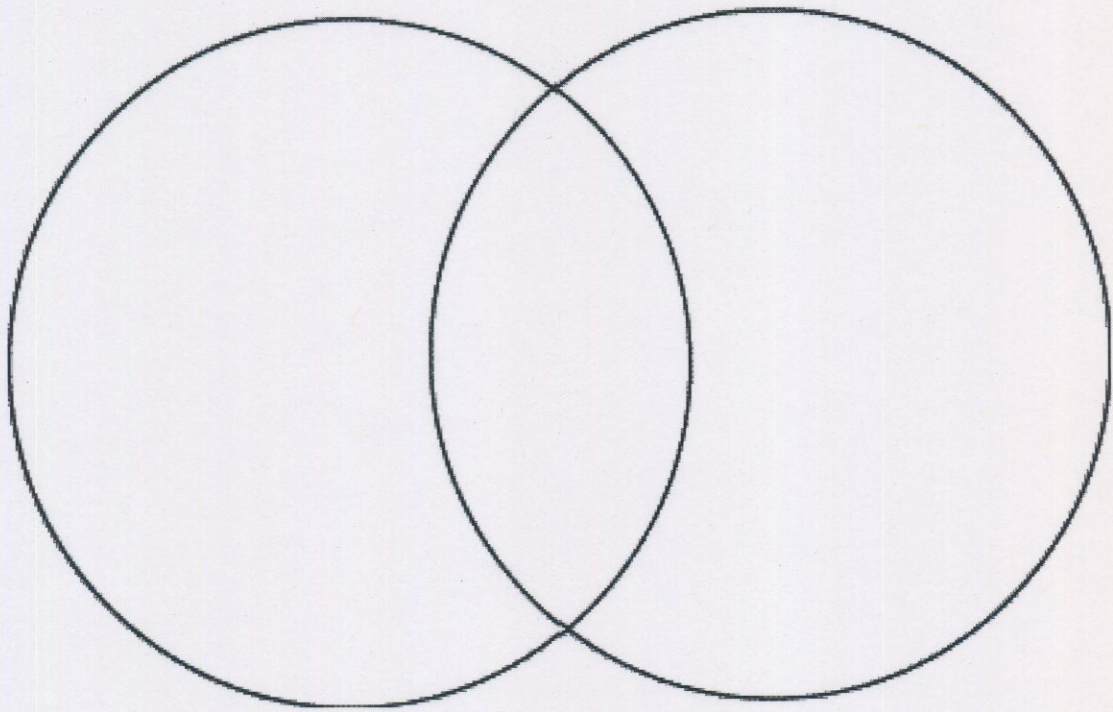
L

What I Learned

HOLOCAUST Time Line

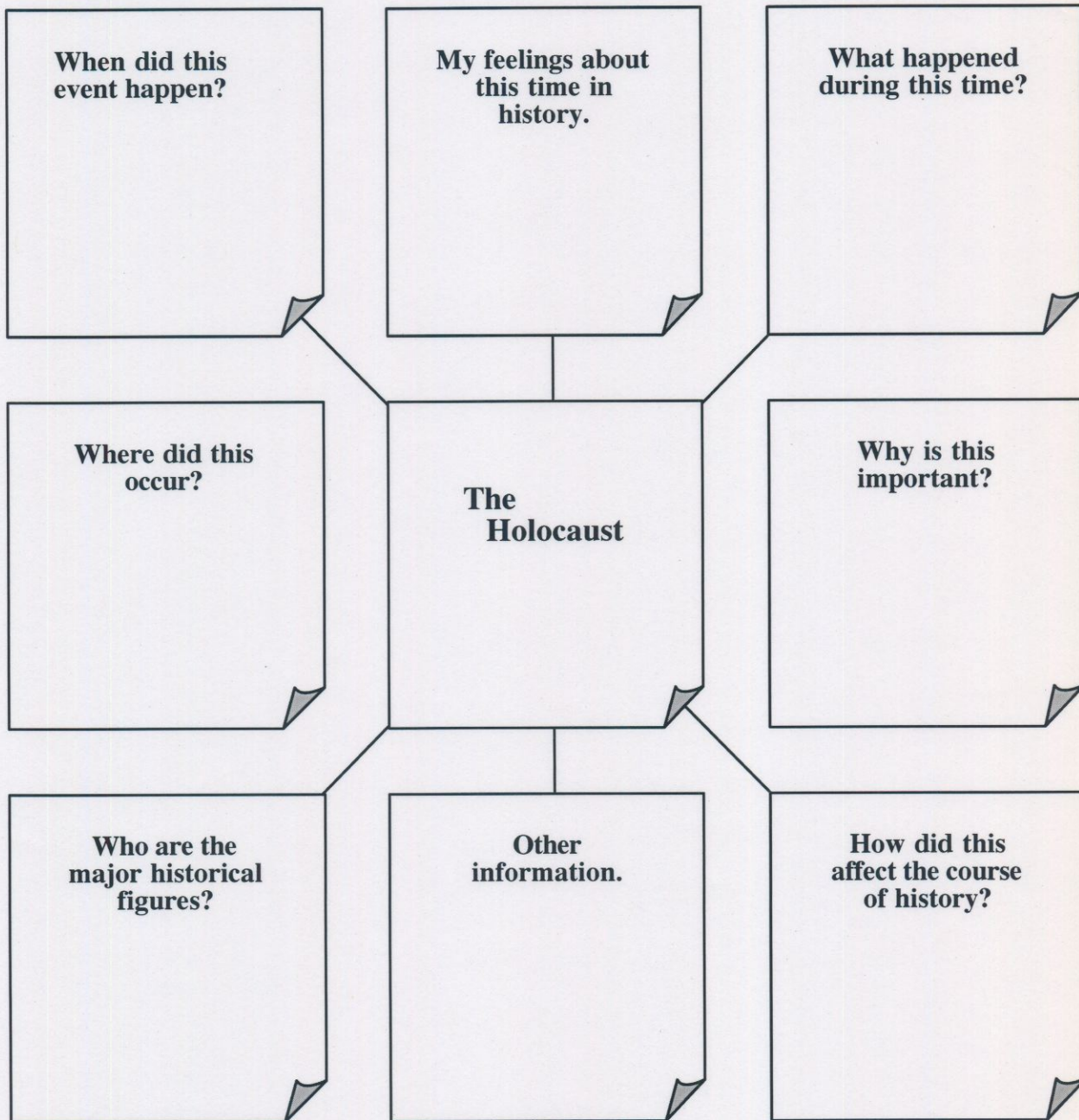


THE HOLOCAUST
Venn Diagram



THE HOLOCAUST

Questions About the Holocaust



HOLOCAUST QUESTIONS

1. What does the word "holocaust" mean?
2. What was the Holocaust?
3. How many Jewish people perished during the Holocaust?
 - a. _____ Two million people
 - b. _____ Five hundred thousand
 - c. _____ Six million people
4. How many people, altogether, perished during the Holocaust?
 - a. _____ One million people
 - b. _____ Eleven million people
 - c. _____ Five million people
5. During what period did the Holocaust take place?
 - a. _____ 1800-1850
 - b. _____ 1850-1900
 - c. _____ 1900-1925
 - d. _____ 1933-1945
 - e. _____ 1945-1956
6. All Germans were Nazis.
_____ True _____ False
7. The Jews did not resist, that is, they did not try to fight back.
_____ True _____ False
8. All concentration camps were "killing centers."
_____ True _____ False
9. The Jews were the only people whom the Nazis purposely murdered.
_____ True _____ False
10. Since the conclusion of World War II, and the end of the Holocaust, no genocide has taken place in the world.
_____ True _____ False
11. Non-Jews helped to rescue Jews.
_____ True _____ False
12. What were the Nuremberg Laws?

HOLOCAUST RESOURCE LOG



LIBRARY/MEDIA CENTER



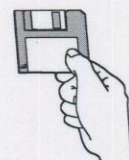
ON THE INTERNET



MAGAZINE OR NEWSPAPER ARTICLES



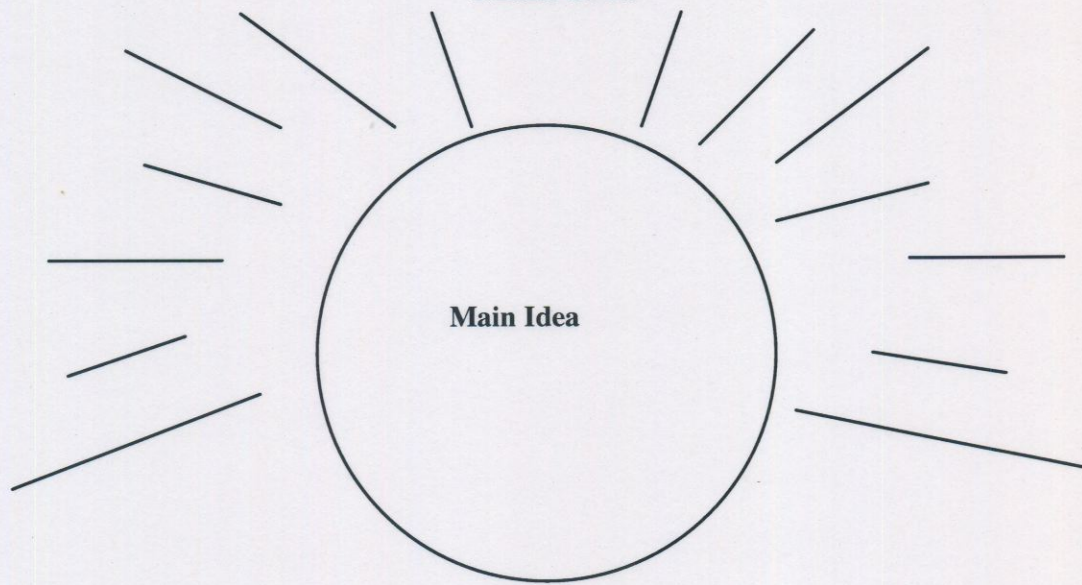
VIDEOS



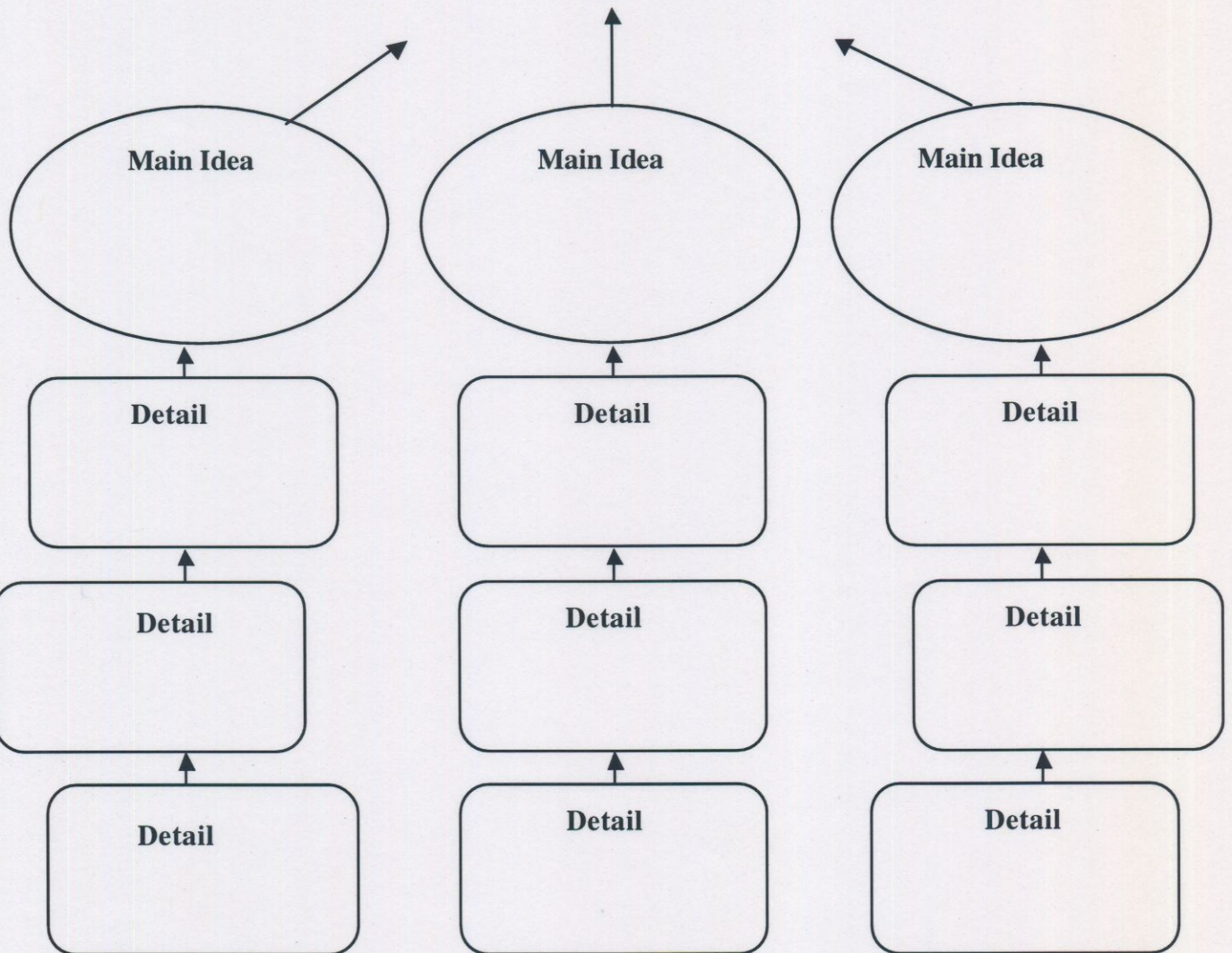
SOFTWARE

THE HOLOCAUST

Main Idea



Main Idea



HOLOCAUST
Personal Glossary

WORD/TERM

DEFINITION

THE HOLOCAUST

Fact or Opinion

A fact is something that can be proven to be true. An opinion is something that cannot be proven true. Read the following statements about the Holocaust. Label with an F for fact or an O for opinion.

- _____ 1. The Jewish people should have left Europe.
- _____ 2. Laws were passed that deprived Jews of German citizenship.
- _____ 3. All Germans hated the Jews.
- _____ 4. Jewish shops and businesses were burned, looted, and destroyed.
- _____ 5. Many Jews were murdered during the Holocaust.
- _____ 6. Other countries should have done more to help save the Jewish people.
- _____ 7. The Nazi Party was proclaimed by law to be the only legal political party in Germany.
- _____ 8. All Jews in German occupied areas were required to wear the yellow Star of David.
- _____ 9. If Jewish people had cooperated with Hitler and his Nazi Party, they would not have been killed.
- _____ 10. American troops joined other countries in trying to stop the German aggression and atrocities against Jews.

HOLOCAUST WORD SEARCH

K	R	I	S	T	A	L	L	N	A	C	H	T	P	C
Z	G	A	H	C	S	R	A	T	I	O	N	N	G	O
O	E	X	D	E	A	T	H	C	A	M	P	S	A	N
H	N	I	D	U	S	P	O	L	A	N	D	N	R	C
R	O	S	E	T	G	I	E	J	E	W	S	U	M	E
E	C	L	P	N	E	T	F	G	E	S	P	R	E	N
M	I	C	O	P	S	A	I	T	O	O	A	E	D	T
E	D	A	R	C	T	L	N	N	G	A	R	M	R	R
I	E	H	T	V	A	Y	A	G	Y	R	T	B	E	A
N	J	I	A	Y	D	U	L	H	P	Y	I	E	S	T
K	M	T	T	S	O	B	S	E	S	A	S	R	I	I
A	L	L	I	E	S	S	O	T	I	N	A	G	S	O
M	E	E	O	W	E	T	L	T	E	I	N	L	T	N
P	P	R	N	A	Z	I	U	O	S	A	S	A	A	C
F	N	E	S	W	A	S	T	I	K	A	M	W	N	A
A	N	T	I	S	E	M	I	T	I	S	M	S	C	M
A	P	F	P	R	I	S	O	N	E	R	S	S	E	P
Z	R	A	C	E	A	N	N	E	F	R	A	N	K	S
J	E	H	O	V	A	H	S	W	I	T	N	E	S	S
D	J	J	E	H	T	H	I	R	D	R	E	I	C	H
E	U	E	T	H	N	I	C	A	U	S	T	R	I	A
A	D	R	E	S	I	S	B	T	A	N	C	E	A	I
T	I	B	E	R	L	I	N	J	A	J	A	P	A	N
H	C	I	G	R	E	A	T	B	R	I	T	A	I	N
G	E	R	M	A	N	Y	R	E	S	C	U	E	R	C
D	D	A	Y	S	O	V	I	E	T	U	N	I	O	N

Allies	Death Camps	Holocaust	Prejudice
Anne Frank	Deportation	Italy	Prisoners
Anti Semitism	Ethnic	Japan	Race
Armed Resistance	Final Solution	Jehovahs Witnesses	Ration
Aryan	Genocide	Jews	Rescuer
Austria	Germany	Kristallnacht	Scapegoat
Axis	Gestapo	Mein Kampf	Soviet Union
Berlin	Ghetto	Nazi	SS
Concentration Camps	Great Britain	Nuremberg Laws	Swastika
DDay	Gypsies	Partisans	Third Reich
Death	Hitler	Poland	US

HOLOCAUST GLOSSARY

<u>Allies</u>	The nations (United States, Great Britain, and the Soviet Union) fighting Nazi Germany, Italy and Japan during World War II.
<u>Anti-Semitism</u>	Hateful feelings, attitudes and actions towards Jews.
<u>Armed Resistance</u>	Revolts in ghettos and camps using weapons and force.
<u>Aryan</u>	Term used by the Nazis to describe a race of people they viewed as being racially superior. "Aryan" was originally applied to people who spoke any Indo-European language. The Nazi, however, primarily applied the term to people of Northern European racial background. Their aim was to avoid what they considered the "bastardization of the German race" and to preserve the purity of European blood.
<u>Axis</u>	The Axis powers originally included Nazi Germany, Italy, and Japan who signed a pact in Berlin on September 27, 1940. They were later joined by Bulgaria, Croatia, Hungary, and Slovakia.
<u>Concentration Camps</u>	Camps where large numbers of people were held prisoner. Immediately upon their assumption of power on January 30, 1933, the Nazis established concentration camps for the imprisonment of all "enemies" of their regime: actual and potential political opponents (e.g. communists, socialists, monarchists), Jehovah's Witnesses, Gypsies, homosexuals, and other "asocials." Beginning in 1938, Jews were targeted for internment solely because they were Jews. Before then, only Jews who fit one of the earlier categories were interned in camps. The first three concentration camps established were Dachau (near Munich), Buchenwald (near Weimar) and Sachsenhausen (near Berlin).
<u>Death Camps</u>	Camps built to kill Jews and others.
<u>Deportation</u>	Forced removal of Jews from their homes in Nazi occupied lands under the pretense of resettlements.
<u>Extermination Camps</u>	Nazi camps for the mass killing of Jews and others (e.g. Gypsies, Russian prisoners-of-war, ill prisoners). Known as "death camps," these included: Auschwitz-Birkenau,

Belzec, Chelmno, Majdanek, Sobibor, and Treblinka. All were located in occupied Poland.

Final Solution

Nazi code word for the physical extermination of European Jews. The cover name for the plan to destroy the Jews of Europe the "Final Solution of the Jewish Question." Beginning in December 1941, Jews were rounded up and sent to extermination camps in the East. The program was deceptively disguised as "resettlement in the East."

Genocide

The planned killing of an entire cultural or racial group of people. The deliberate and systematic destruction of a religious, racial, national, or cultural group.

Gestapo

The Nazi Secret State Police, also referred to as *SS*. Abbreviation usually written with two lightning symbols for *Schutzstaffeln* (Defense Protective Units). Originally organized as Hitler's personal bodyguard, the *SS* was transformed into a giant organization by Heinrich Himmler. Although various *SS* units were assigned to the battlefield, the organization is best known for carrying out the destruction of European Jewry.

Ghetto

A section of a city where all Jews from the surrounding areas were forced to reside. Surrounded by barbed wire or walls, the ghettos were often sealed so that people were prevented from leaving or entering. Established mostly in Eastern Europe (e.g. Lodz, Warsaw, Vilna, Riga, Minsk), the Ghettos were characterized by overcrowding, starvation and forced labor. All were eventually destroyed as the Jews were deported to death camps.

Gypsies

A nomadic people, believed to have come originally from northwest India, from where they immigrated to Persia by the fourteenth century. By the 16th century, they had spread throughout Europe, where they were persecuted almost as relentlessly as the Jews. The gypsies occupied a special place in Nazi racist theories. The gypsies were viewed as racially inferior and "asocials" by the Nazis. They were imprisoned and killed by the Nazis. It is believed that approximately 500,000 perished during the Holocaust.

Hitler, Adolf

Born in Austria, he settled in Germany in 1913. At the outbreak of World War I, Hitler enlisted in the Bavarian

Army, became corporal and received the Iron Cross for bravery. Returning to Munich after the war, he joined the newly formed German Workers Party. In November 1923, he unsuccessfully attempted to forcibly bring Germany under nationalist control. When his coup, known as the "Beer-Hall Putsch," failed Hitler was arrested and sentenced to 5 years in prison. It was during this time that he wrote Mein Kampf. Serving only 9 months of his sentence, Hitler quickly reentered German politics and soon outpolled his political rivals in national elections. In January 1933, President Hindenburg appointed Hitler chancellor of a coalition cabinet. Hitler, who took office on January 30, 1933, immediately set up a dictatorship. In 1934, the chancellorship and presidency were united in the person of the Fuhrer. Soon, all other parties were outlawed and opposition was brutally suppressed. By 1938, Hitler implemented his dream of a "Greater Germany" first annexing Austria, the Sudetenland and Czechoslovakia. On September 1, 1939, Hitler's armies invaded Poland. By this time the western democracies realized that no agreement with Hitler could be honored and World War II had begun. Although initially victorious on all fronts, Hitler's armies began suffering setbacks shortly after the United States joined the war in December 1941. Although the war was obviously lost by early 1945, Hitler insisted that Germany fight to the death. On April 30, 1945, Hitler committed suicide rather than be captured alive.

Holocaust

The systematic and deliberate massacre of Jews by Adolf Hitler and the Nazi party. The destruction of some 6 million Jews by the Nazis and their followers in Europe between the years 1933-1945. Other individuals and groups suffered grievously during this period, but only the Jews were marked for complete and utter annihilation.

holocaust

Complete destruction of life, usually by fire.

Jehovah's Witnesses

A religion that originated in the United States. The Witnesses base their beliefs on the Bible and have no official ministers. Recognizing only the kingdom of God, the Witnesses refuse to salute the flag, to bear arms in war, and to participate in affairs of government. This belief brought them into conflict with National Socialism. They were considered enemies of the state and were persecuted by the Nazis.

<u>Jewish Badge</u>	A distinctive sign which Jews were compelled to wear in Nazi Germany and in Nazi-occupied countries. It often took the form of a yellow Star of David.
<u>Kristallnacht</u>	Night of the Broken Glass: pogrom unleashed by the Nazis on November 9-10, 1938. Throughout Germany and Austria, synagogues and other Jewish institutions were burned, Jewish stores were destroyed, and their contents looted. At the same time, approximately 35,000 Jewish men were sent to concentration camps.
<u>Mein Kampf</u>	This autobiographical book (My Struggle) by Hitler was written while he was imprisoned. Hitler propounds his ideas, beliefs, and plans for the future of Germany. Everything, including his foreign policy, is permeated by his "racial ideology."
<u>Nazi</u>	National Socialist German Workers Party
<u>Nuremberg Laws</u>	Two anti-Jewish statutes enacted September 1935 during the Nazi party's national convention in Nuremberg. The first, the Reich Citizenship Law, deprived German Jews of their citizenship and all rights pertinent thereto. The second, the Law for the Protection of German Blood and Honor, outlawed marriages of Jews and non-Jews, forbade Jews from employing German females of childbearing age, and prohibited Jews from displaying the German flag. Many additional regulations were attached to the two main statutes, which provided the basis for removing Jews from all spheres of German political, social and economic life. The Nuremberg Laws carefully established definitions of Jewishness based on bloodlines.
<u>Partisans</u>	Irregular troops engaged in guerrilla warfare, often behind enemy lines. During World War II, this term was applied to resistance fighters in Nazi-occupied countries.
<u>Passive Resistance</u>	Defiance without using force.
<u>Prejudice</u>	An adverse judgement or opinion formed unfairly or before one knows the facts.
<u>Righteous Among the Nations</u>	Term applied to non-Jews who, at the risk of their own lives, saved Jews from their Nazi persecutors.

Scapegoat

Someone to blame for others' problems and mistakes.

Swastika

Symbol of the Nazi party.

Third Reich

Official name of the Nazi regime ruled from 1933-1945 under Adolf Hitler.