Never Forget: An Introduction to the Holocaust

GRADE

5

Phone: 470 . 578 . 2083

historymuseum.kennesaw.edu

GEORGIA HUMANITIES COUNCIL

KENNESAW UNIVERSITY
MUSEUMS, ARCHIVES AND RARE BOOKS
Hist[d] Holocaust Educati

This project is supported by the Georgia Humanities Council and the National Endowment for the Humanities and through appropriations from the Georgia General Assembly.

Table of Contents

About this Teacher's Guide 3

Overview 4

Georgia Standards of Excellence Correlated with These Activities 5

Guidelines for Teaching about the Holocaust 6

ACTIVITIES

Activity 1

Activity 2

Activity 3

Activity 4

Activity 5

Activity 6 *St. Louis*

Activity 7

Activity 8

Activity 9

Activity 10

SUPPLEMENTARY MATERIALS

About this Teacher's Guide

Never Forget: An Introduction to the Holocaust

Never Forget

Never Forget

mhheeducation@kennesaw.edu

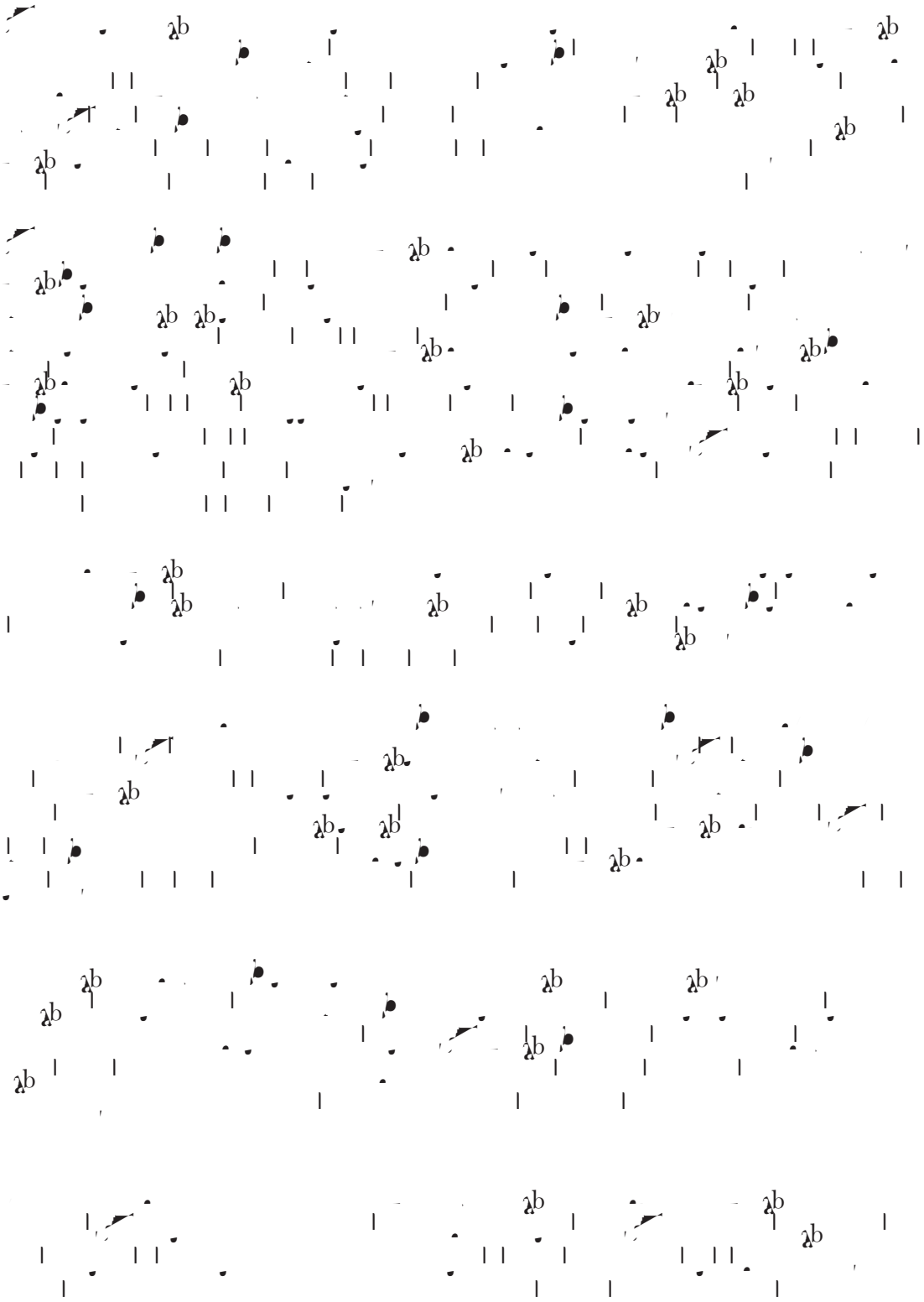
fifth grade

Social Studies

Teachers should review all resources provided in this guide before sharing them with students to determine the appropriateness for their class.

Credits: *The descriptions, activities, and graphics in this guide were developed by Dr. Richard Harker, Zoila Torres, James Newberry, Julia Brock, and Caitlin O'Grady of Kennesaw State University's Museum of History and Holocaust Education. Thank you to the following Cobb County teachers who contributed to this guide: Elizabeth Kennedy (Cobb County School District), Kari Reeve (Lewis Elementary), Stephen Bell (Pitner Elementary), Rebecca Delass (Garrison Mill Elementary),*

Overview:



Georgia Standards of Excellence correlated with *Never Forget: An Introduction to the Holocaust* activities:

FIFTH GRADE

SOCIAL STUDIES

SS5H4: Explain America's involvement in World War II.

German aggression in Europe

Holocaust

Roosevelt

Hitler

United Nations

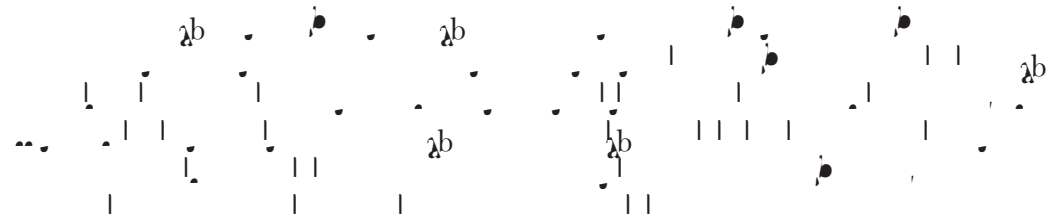
Guidelines for teaching the Holocaust

Define the term "Holocaust"

Do not teach or imply that the Holocaust was inevitable

Avoid simple answers to complex questions

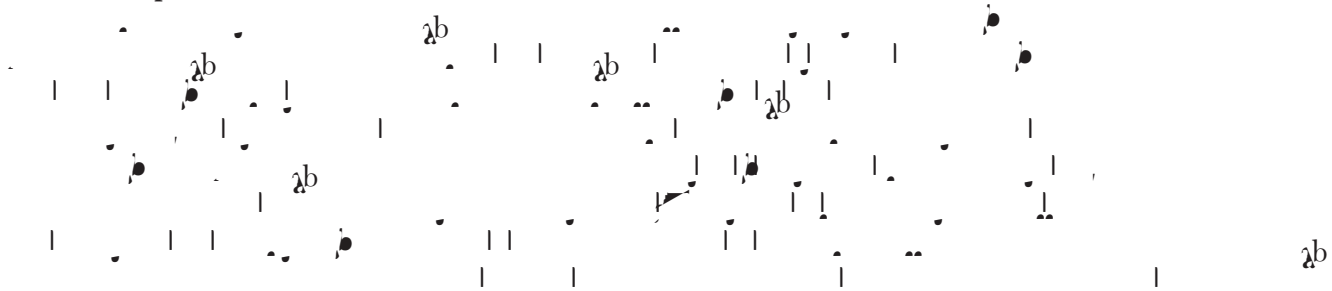
Make responsible methodological choices



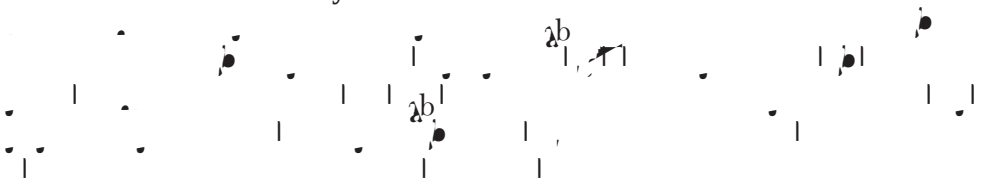
Strive for Prevision of Language

Strive for balance in establishing whose perspective informs your study of the Holocaust

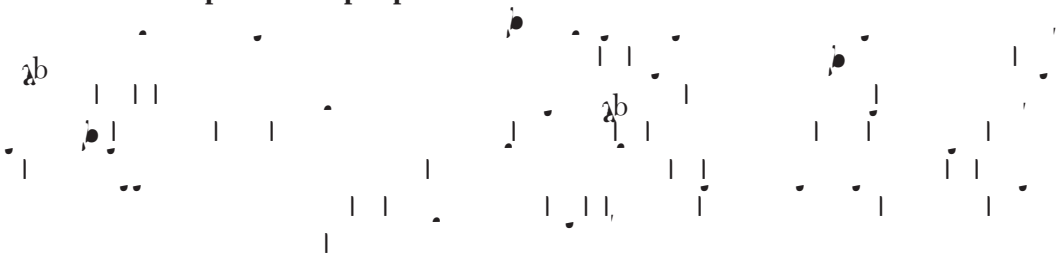
Avoid Comparisons of Pain



Contextualize the history



TransosmFMros tpsc4s into people

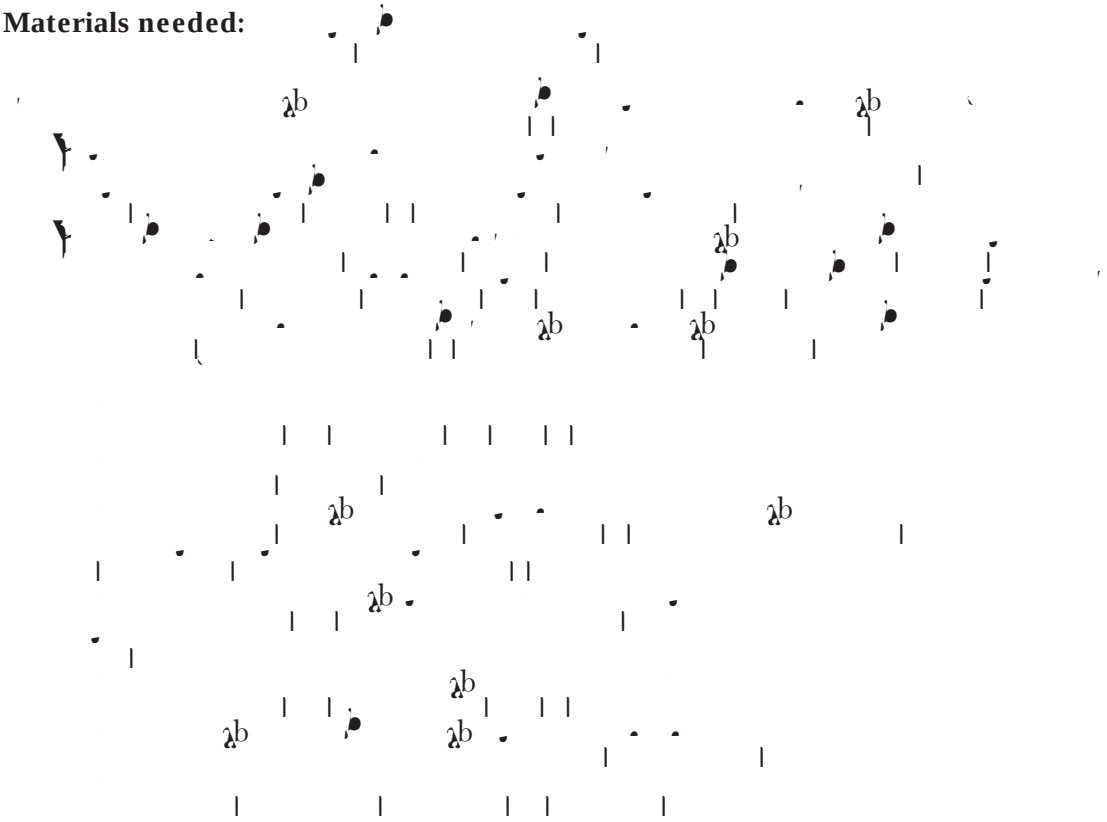


One

Exhibit Scavenger Hunt

This activity is an introduction to the Holocaust as it is presented in the . exhibit. It encourages students to analyze photos and stories featured in the exhibit.

Materials needed:



Norbert Friedman recorded his oral history interview at the Museum of History and

Three

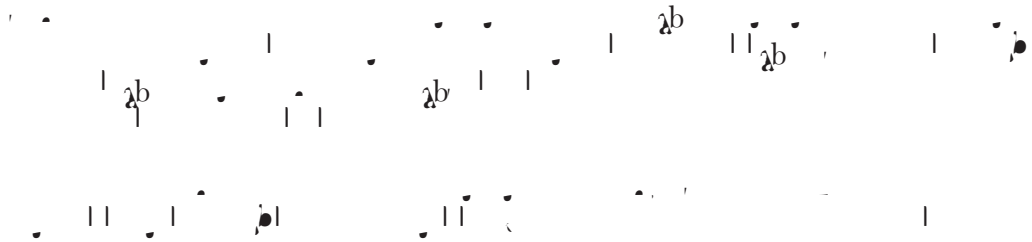
Propaganda and Dr. Seuss

This activity accompanies panel 3, "Who Were the Nazis?" and explores the use of propaganda in the Nazi rise to power. Dr. Seuss' political cartoons highlight the subtlety of some forms of propaganda and its use by all nations engaged in the war effort.

Materials needed:

http://libraries.ucsd.edu/speccoll/dswenttowar/)

The Political Cartoon



https://library.ucsd.edu/speccoll/dsads/

Four

Writing about Norbert Friedman's Life

This activity accompanies the entire exhibit and can be used to help students digest and process the exhibit and Norbert Friedman's story.

Materials needed:

- **http://historymuseum.kennesaw.edu/educators/legacy_holocaust.php**
- **http://historymuseum.kennesaw.edu/educators/legacy_holocaust.php**

Five

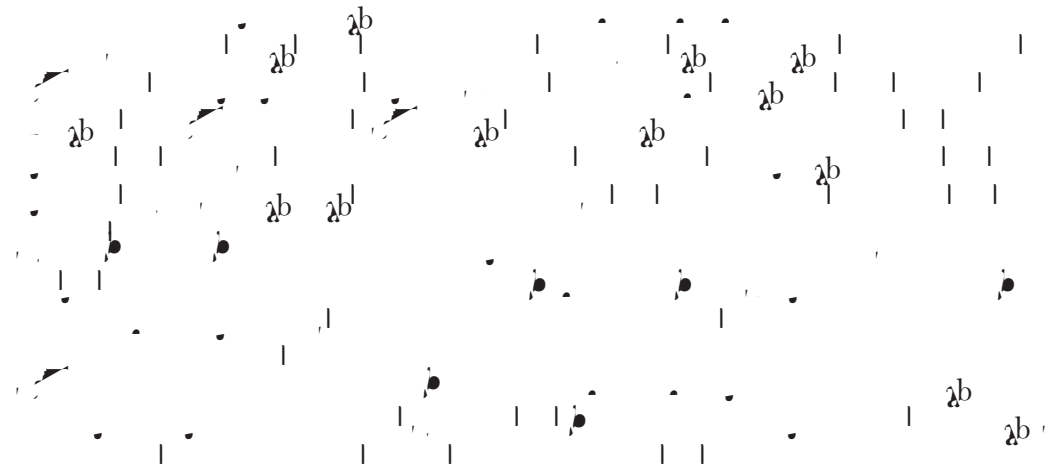
Spiritual Resistance and the Butterfly Project

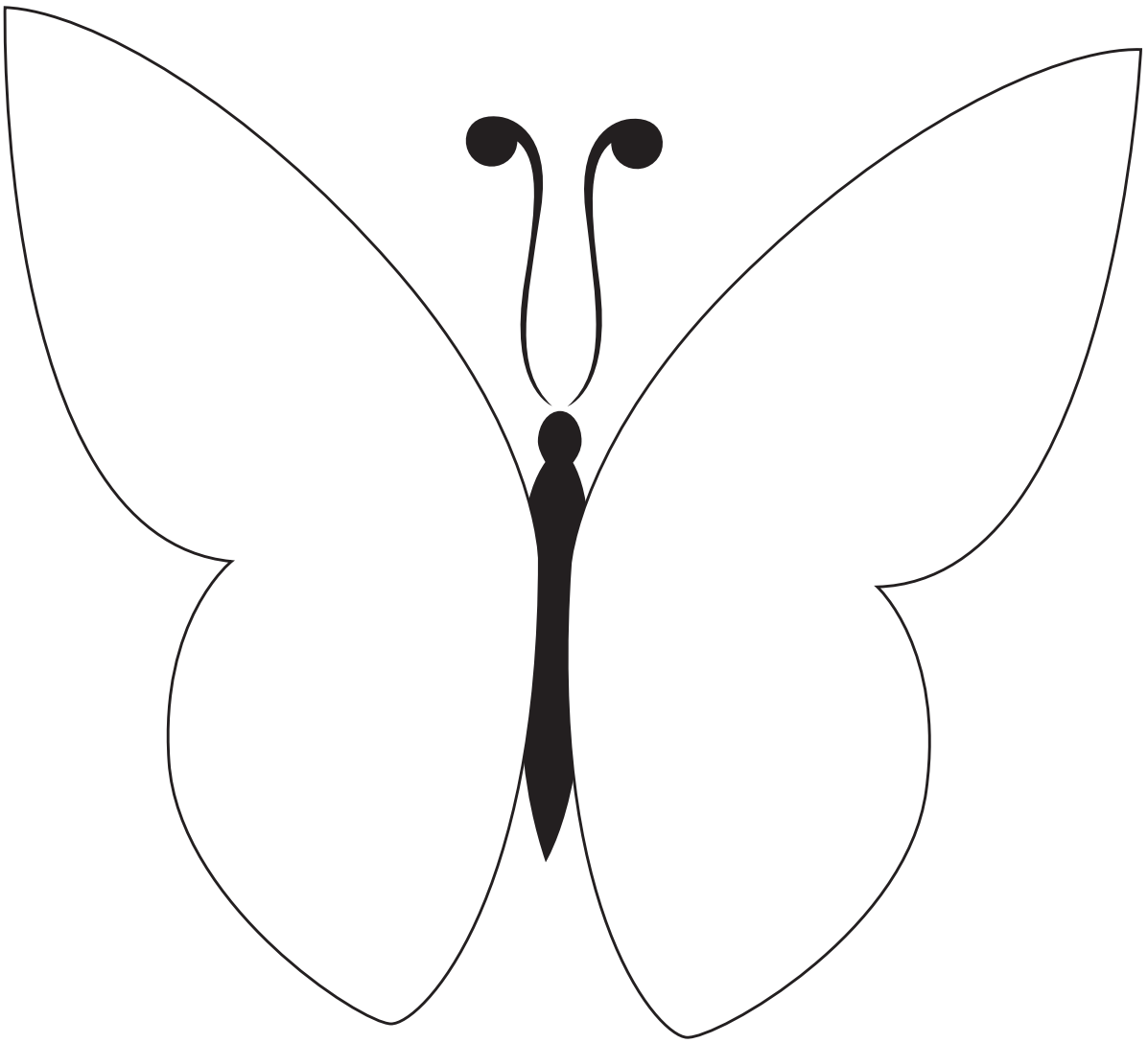
This activity accompanies panel 7, "How Did People Fight Back?" One form of resistance was spiritual resistance. The Butterfly Project was designed by the Holocaust Museum Houston to explore spiritual resistance by creating 1.5 million butterflies to commemorate the 1.5 million children who perished in the Holocaust.

I Never Saw Another Butterfly

The Butterfly

The last, the very last,
So richly, brightly, dazzlingly yellow.
Perhaps if the sun's tears would sing
against a white stone. . . .
Such, such a yellow
Is carried lightly 'way up high.
It went away I'm sure because it wished to
kiss the world good-bye.
For seven weeks I've lived in here,
Penned up inside this ghetto.
But I have found what I love here.
The dandelions call to me
And the white chestnut branches in the court.
Only I never saw another butterfly.
That butterfly was the last one.
Butterflies don't live in here,
in the ghetto.



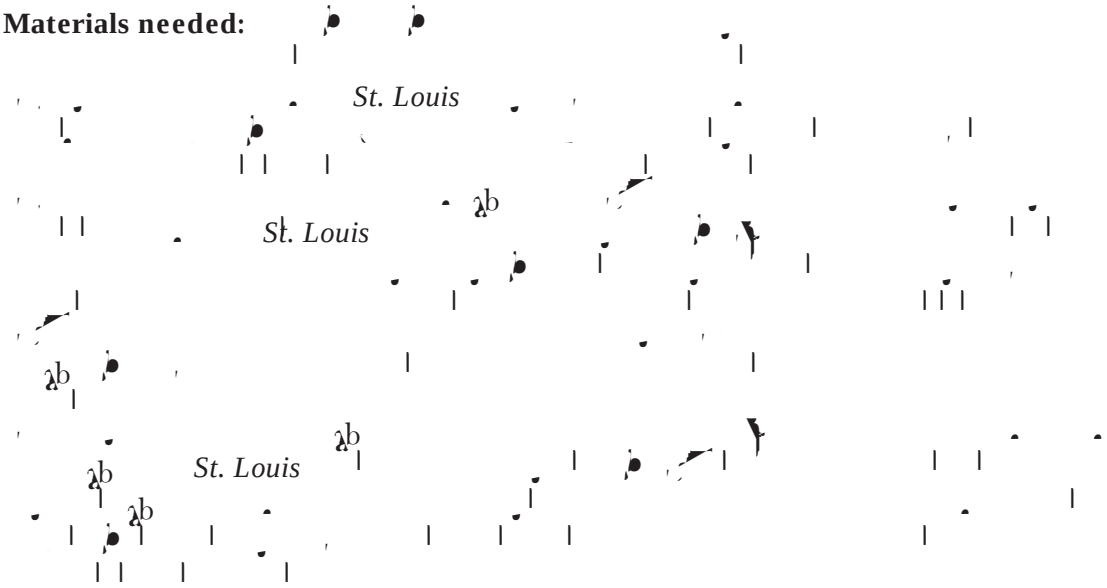


Six

Responding to the St. Louis

This activity accompanies panel 6, "What Did Other Countries Do to Help?" The story of the sheds light on anti-Semitism as a global issue and the world's response to refugees from Nazi Germany.

Materials needed:



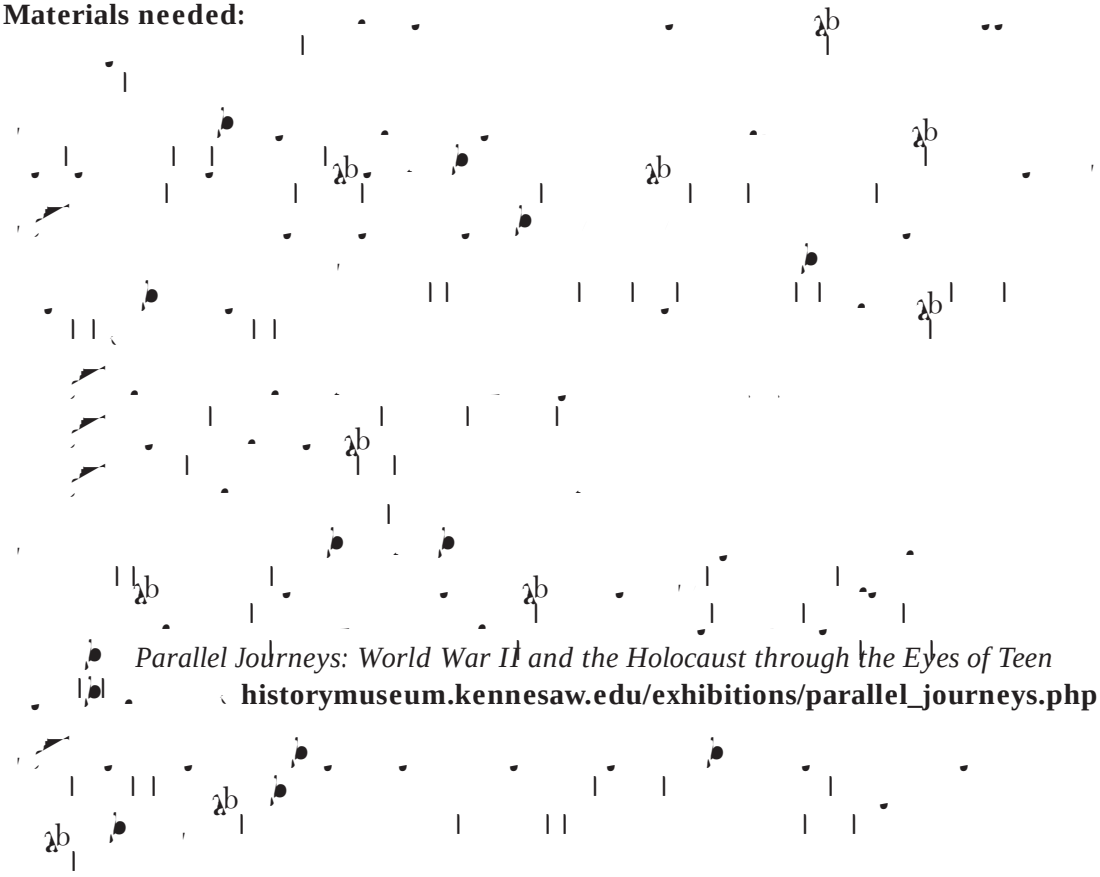
This activity can be used with the entire exhibit to provide students with a chronology of the events of the Holocaust from World War I to the signing of the United Nations Universal Declaration of Human Rights.

Materials needed:

Eight Mapping the Holocaust

This activity accompanies Panel 9, "What was Life Like After the Holocaust?" and encourages the students to consider the geographical scope of the Holocaust.

Materials needed:



Parallel Journeys: World War II and the Holocaust through the Eyes of Teen
historymuseum.kennesaw.edu/exhibitions/parallel_journeys.php

The United Nations Universal Declaration of Human Rights was inspired in part by the events of the Holocaust. This activity accompanies Panel 9, "What was Life Like After the Holocaust?"

Materials needed:

Ten

No Place for Hate

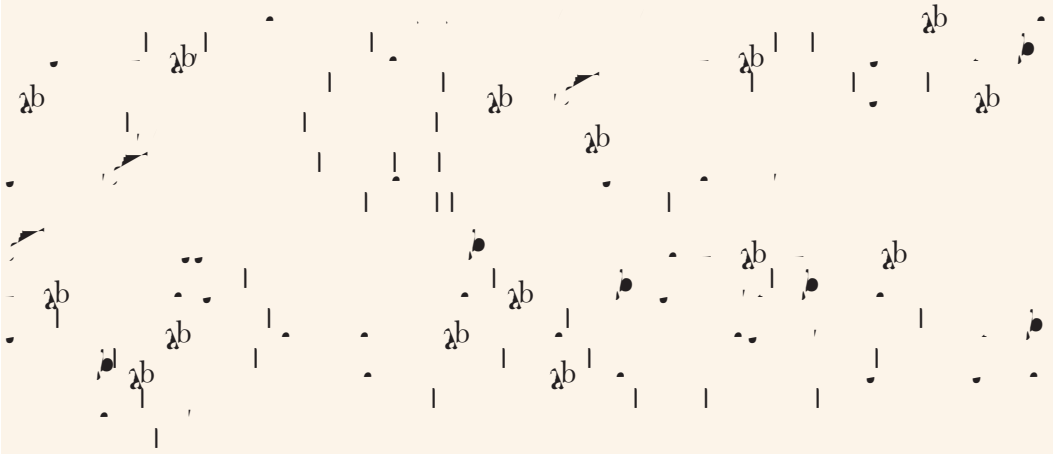
The lessons of the Holocaust can be used to make a positive impact in schools and communities today. This activity accompanies Panel 10, "What Should I do Now?"

Materials Needed:

The Terrible Things,

historymuseum.kennesaw.edu

Norbert's Story: Supplementary Materials



Life in the Camp System

The Death March and Liberation

Life After the Holocaust

Sun Rays at Midnight

[4] Norbert Friedman, *Sunrays at Midnight*, 203.
[5] Norbert Friedman, *Sunrays at Midnight*, 224.
[6] Norbert Friedman, *Sunrays at Midnight*, 264.

Exhibit Guide: Supplementary Materials

DEFINING THE HOLOCAUST

Supporting panel 1 – Never Forget: An Introduction Holocaust

The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. "Holocaust" is a word of Greek origin meaning "sacrifice by fire." The Nazis, who came to power in Germany in January 1933, believed that Germans were "racially superior" and that the Jews, deemed "inferior," were an alien threat to the so-called German racial community.

During the era of the Holocaust, German authorities also targeted other groups because of their perceived "racial inferiority": Roma (Gypsies), the disabled, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah's Witnesses,

and to bystanders in Germany and Europe, the Nazis used not only racist arguments but also arguments derived from older negative stereotypes, including Jews as communist subversives as war profiteers and hoarders, and as a danger to internal security because of their inherent disloyalty and opposition to Germany.

WHY DID PEOPLE VOTE FOR THE NAZIS?

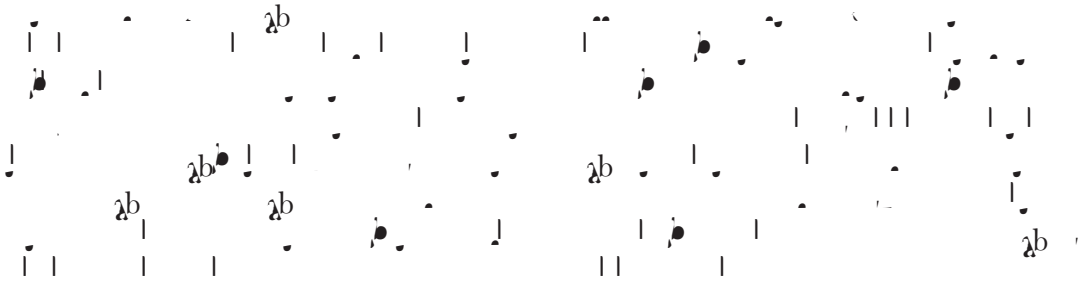
Supporting panel 3 – Who were the Nazis?

THE NAZIS' VICTIMS

Supporting panel 5 – What happened to the victims?

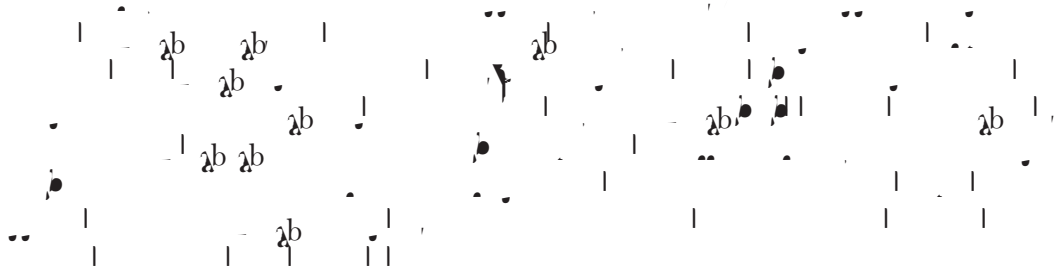
THE NAZIS' CAMP SYSTEM

Supporting panel 5 – What happened to the victims?



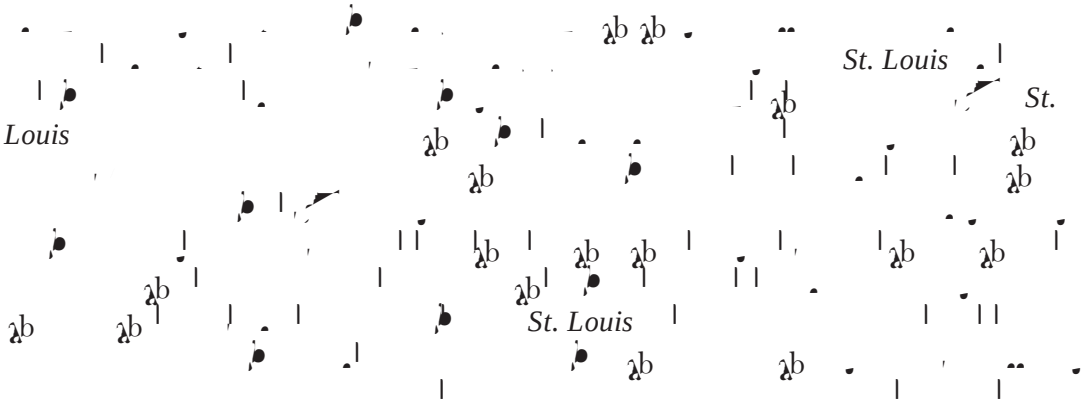
THE RESCUE OF DENMARK'S JEWS

Supporting panel 6 – How did people fight back?



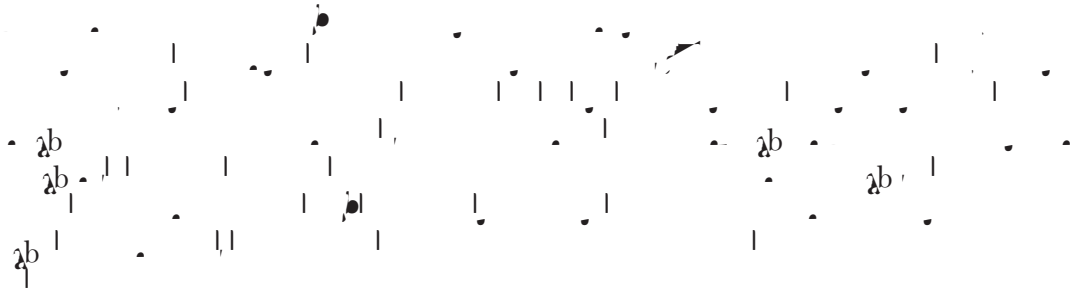
THE VOYAGE OF THE *ST. LOUIS*

Supporting panel 7 – What did other countries do to help?



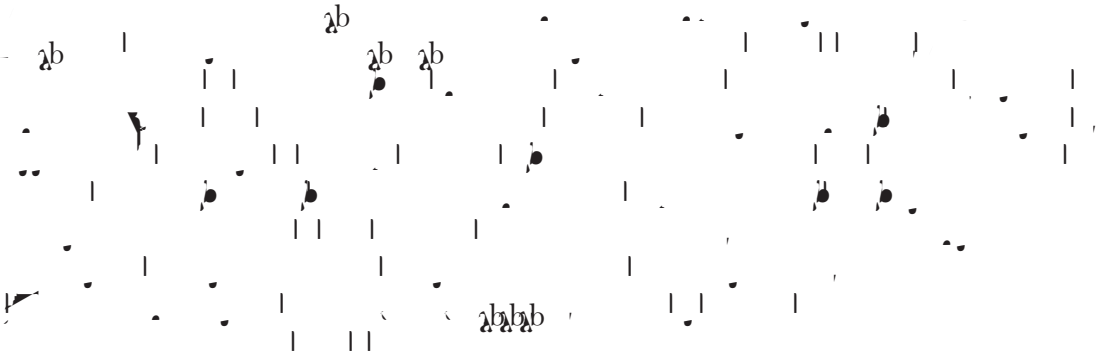
LIFE AFTER THE HOLOCAUST

Supporting panel 8 – What happened after liberation?



UNITED NATIONS UNIVERSAL DECLARATION OF HUMAN RIGHTS

Supporting panel 9 – What was life like after the Holocaust?

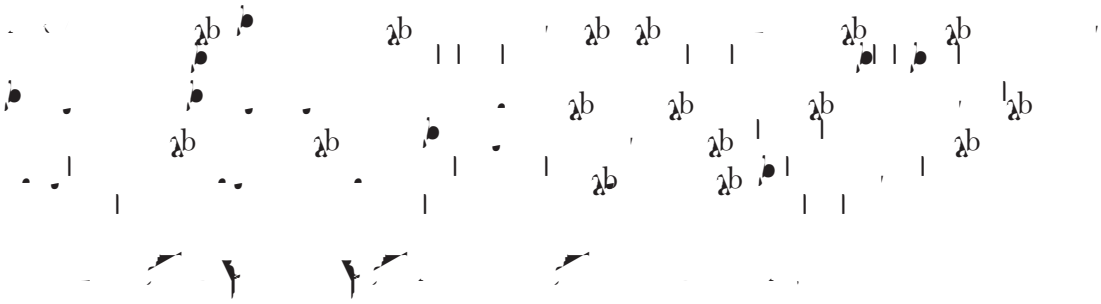


FIGHTING HATE IN OUR COMMUNITIES

Supporting panel 10 – What should I do now?

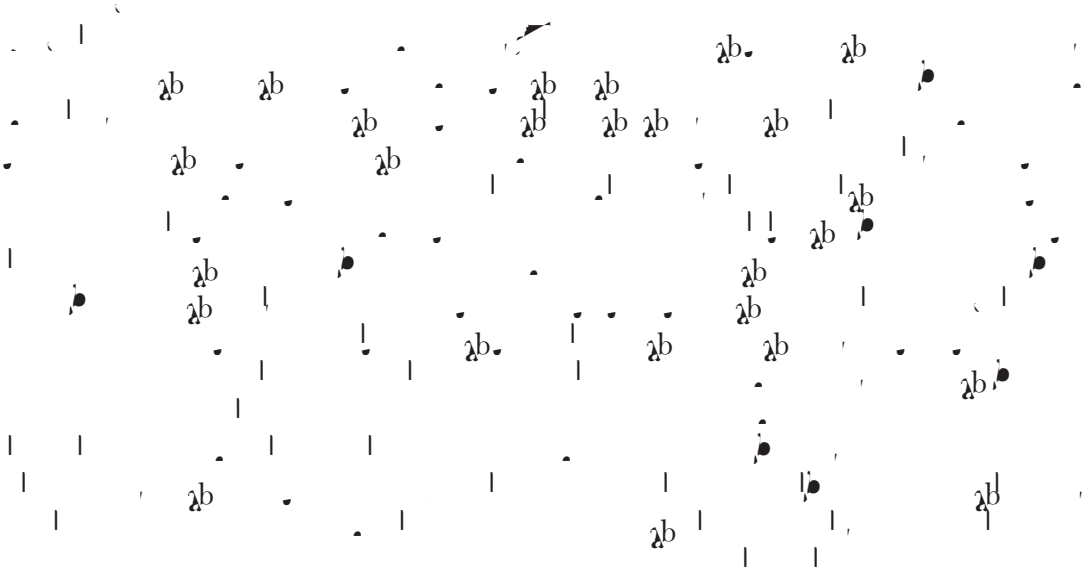
The following transcripts accompany the video clips on the DVD attached to this Teacher's Guide:

Friedman describes the first days of the war when Germany invaded Poland and his life began to change.



Friedman describes his last meeting with his mother.

Friedman describes the tattoo he received upon entering the first camp and the cruelty waged by camp commanders.



Friedman describes his final days as a prisoner of the Nazis. The approach of the Allied troops prompted the camp guards to lead prisoners on death marches away from the battle front.

Suggested Reading

Teachers should review all resources provided in this guide before sharing them with students to determine the appropriateness for their class.

One Yellow Daffodil: A Hannukah Story.

Tell Them We Remember: The Story of the Holocaust.

Sheltering Rebecca.

We are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust.

One Eye Laughing, the Other Weeping: The Diary of Julie Weiss: Vienna, Austria to New York, 1938.

Flying Against the Wind: The Story of a Young Woman Who Defied the Nazis.

A Family Secret.

Anne Frank's Chestnut Tree.

Anne Frank's Story: Her Life Retold for Children.

No Pretty Pictures: A Child of War.

Number the Stars.

Odette's Secrets.

After the War.

Daniel's Story.

Lisa's War.

Good Night, Maman.

Anne Frank: Her Life in Words and Pictures.

I Wanted to Fly Like a Butterfly: A Child's Recollections of the Holocaust.

The Island on Bird Street.

The Man from the Other Side.

The Sandgame.

A Place to Hide: True Stories of Holocaust Rescues.

Friedrich.

I Was There.

Yellow Star.

Kindertransport.

The Shadow Children.

Survivors of the Holocaust.

Don't Fence Me In! An American Teenager in the Holocaust.

The Soldier with the Golden Buttons.

Behind the Secret Window: A Memoir of a Hidden Childhood During World War II.

Anna Is Still Here.

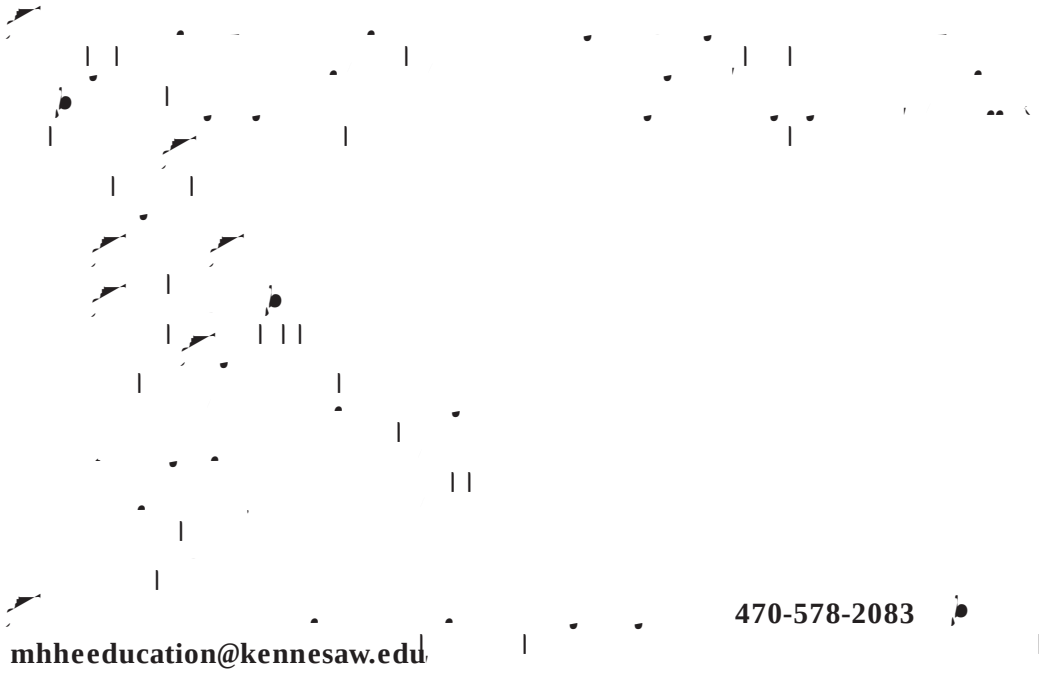
Hide and Seek.

Behind the Bedroom Wall.

Art, Music, and Writings from the Holocaust.

The Devil's Arithmetic.

Resources for Teachers: K-12 Educational Programs



470-578-2083

mhheeducation@kennesaw.edu

The Legacy Series

Legacy Series

Kennesaw State University Center
3333 [illegible] , E 30144
4 0. . 20 3
[illegible]