

**Class:** 7<sup>th</sup>-8<sup>th</sup> grade

Unit: Holocaust Nancy Patz Exhibit

<p>Goal:</p> <ul style="list-style-type: none"> <li>Students will discuss and reflect on the importance of humanizing the people who were victims of the Holocaust.</li> </ul>	
<p>Student Objective(s)/Indicators:</p> <ul style="list-style-type: none"> <li>Students will discuss the importance of telling the individual stories of the Jews in the Holocaust.</li> <li>Students will gain a basic understanding of the Holocaust through the introduction.</li> <li>Students will participate in writing that will promote text-to-self connections.</li> </ul>	
<p>Teacher Objective(s):</p> <ul style="list-style-type: none"> <li>The teacher will facilitate and encourage an environment that allows for open dialogue and reflection on the lesson material.</li> </ul>	
<p>Warm Up/Focusing Attention:</p> <p><i>In a few days, we are going to be visiting an exhibit at Goucher College that has illustrations of artifacts from the Holocaust. Artifacts are objects that remain from a specific period of time and that tell us about the people who owned them. Does anyone know what the Holocaust was? (Establish prior knowledge with answers from students). The Holocaust was a genocide perpetrated by the Nazi party while under the leadership of Adolf Hitler. The Nazis and their sympathizers invaded and occupied some 21 countries. In each country they invaded, they identified and rounded up the Jews, ultimately murdering 6 million Jewish men, women, and children. Students should have a visual aid of a map with Germany clearly marked on it. Before we begin to learn about the Holocaust, we are going to learn about the lives of the Jewish people who were murdered by the Nazis. Artifacts, or objects left from their lives, tell us what they may have treasured or loved before they were killed. Nancy Patz, the author and illustrator of the book <i>Who was the Woman Who Wore the Hat?</i>, took a trip to the Jewish Historical Museum in the Netherlands (Point to Amsterdam on map) and saw a hat on display there. She began to think about who might have owned it.</i></p>	<p>Materials/Time 5 minutes, Map</p>
<p>Introductory and Developmental Activities:</p> <p><i>I'm going to read the book aloud. The book is short and I'll show you each beautiful illustration. The pictures also tell a story. Pay attention to the expressions of the people and the colors used. Read the story aloud.</i></p>	<p>10-15 minutes, <i>Who Was the Woman Who Wore the Hat?</i></p>

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<p>Guided Activities/Extend and Refine:  <i>Now that we've finished the book, and we've talked a bit about the Holocaust, what do you think could have possibly happened to the woman who owned the hat? (Answers could include she was deported, she was killed, etc.) It is very likely that the woman who owned this hat was murdered by the Nazis. Nancy Patz chose to focus on a hat that belonged to one specific person, on whom she takes time to reflect. How does this help to humanize this woman again? Take students' answers; encourage dialogue and responses to each other. When we talk about the Holocaust, we may hear big numbers like 6 million. Why is it so important that we recognize individual people who make up that big number? (Possible answers include remembering people who have died, humanizing the numbers, countering the dehumanization the Nazis tried to create, helping us to understand the full impact of who was lost.) Encourage discussion.</i></p>	<p>15 minutes, <i>Who Was the Woman Who Wore the Hat?</i></p>
<p>Independent Activities/ Meaningful-Use Tasks:  <i>For the next 15 minutes, I'm going to ask you to think about and pick one item that you own that, if people saw it in the future, would tell them a bit about who you were. If you love baking, maybe that would be a baking dish, and people could imagine you baking with your mom or dad. If your item is an x-box, maybe you would want people to imagine how you played with a cousin or sibling. What belonging of yours would you chose to tell a part of your story? What effect would you hope it would have on someone viewing it 50 years from now in a museum? Here is the prompt: If you could choose one item to be remembered by, what item would it be? What memories would it hold?</i></p>	<p>15 minutes, Pencils, journals/paper, whiteboard, whiteboard marker for writing prompt</p>
<p>Closure:  <i>Students can briefly share entries. When we go to see the rest of Nancy Patz's illustrations, we will also see a short video telling the stories of some of the artifacts. Today we looked at the story an artifact can tell, as well as what values and beliefs a person who owned it might have held dear. When you go home tonight, look around your house. What sorts of things reflect what your life is like? We'll talk about it in our next class before we go see the exhibit.</i></p>	<p>5 minutes</p>

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<p>Goal:</p> <ul style="list-style-type: none"> <li>Students will reflect on the humanizing aspects of shared experiences told through the poems in <u>18 Stones</u> and through the illustrations of artifacts in the Nancy Patz exhibit.</li> </ul>	
<p>Student Objective(s)/Indicators:</p> <ul style="list-style-type: none"> <li>Students will write a short response to a reflective question posed after discussion of poems in <u>18 Stones</u>.</li> </ul>	
<p>Teacher Objective(s):</p> <ul style="list-style-type: none"> <li>Teachers will be guide conversation to reflect on the purpose of using relatable experiences and objects to tell stories.</li> </ul>	
<p>Warm Up/Focusing Attention: <i>Last week/yesterday we began to think about the exhibit we're going to see at Goucher College. We read a book by Nancy Patz titled <u>Who Was the Woman Who Wore the Hat?</u> We thought about the hat and why Patz chose to focus on an artifact from the Holocaust to tell the stories of those who survived and those who did not. Why do artifacts help us understand a small part of this time in history? How do artifacts help us recognize some of the individual people affected by the Holocaust?</i></p>	<p>Materials/Time</p>
<p>Introductory and Developmental Activities:  <i>Today, we are going to read a few poems from <u>18 Stones</u>, a book illustrated by Nancy Patz and written by Susan L. Roth. Photographs of Chaja Veveer's family from before the Holocaust inspired these poems. Chaja is a survivor of the Holocaust. The photographs that inspired the poems depict people of all ages, and the poems are about all sorts of life events, from a wedding to baking with a grandmother. (Show an illustration from the book) Why might Roth and Patz have wanted to capture all types of Jewish people in these poems? What do these poems show us about the Jewish people in the Holocaust? Are they very different from or very similar to us today?</i></p>	<p>5-10 minutes, <u>18 Stones</u></p>
<p>Guided Activities/Extend and Refine:  Read "The Marriage of Grietje and Aron" or "There Were so Many Pictures." <i>Now that we've read this poem, raise your hand if you could relate to what was happening in it (prompt with have you ever been to a wedding or heard wedding vows? Have you ever taken a big family photo or played with a new birthday present?). What else in this poem could you relate or find connections to in your lives? The author and the illustrator have created scenes and pictures that don't look so different from what we</i></p>	<p>15 minutes, <u>18 stones</u></p>

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<p><i>experience. By doing this, <u>18 Stones</u> helps us understand that the Jews of the Holocaust were people just like us. This book does the same thing that the drawings of the artifacts do in the exhibit. The artifacts drawings will also tell stories, using illustrations of real objects and objects in photographs.</i></p>	
<p><b>Independent Activities/ Meaningful-Use Tasks:</b>  <i>By writing poems about shared experiences and illustrating the pictures, Patz and Roth make the lives of the people lost in the Holocaust vivid for us. The exhibit we will see at Goucher College will have illustrations of wedding dresses, prayer books, and teddy bears, as well as other objects. These are objects that almost everyone will encounter at some point in life and may bring up a personal experience or memory. In a 10-minute free write, answer this question: How do universal objects from the time of the Holocaust help tell individuals' stories?</i></p>	<p>10 minutes, paper, pencils</p>
<p><b>Closure:</b>                  Students should be asked about any concerns about the exhibit or questions they might have. Ask students to share why they think universal objects might help viewers understand individual stories.</p>	<p>5 minutes</p>

## Terminology to Help You Understand the Illustrations

These terms will help you respond to the questions on the following page.

### **Torah**

The Torah is the most sacred and central text of the Jewish people. The term “Torah” commonly refers to the *Pentateuch* (Five Book of Moses). The Torah scroll, containing the original Hebrew text of the Five Books, is recognizable by its distinctive calfskin parchment wrapped around two rollers. According to Jewish tradition (as recorded in the Bible itself), God gave the Torah to the Jewish People at Mt. Sinai in 1313 B.C.E.; since then, it has been the authoritative guide and law book for the Jews. The Torah includes narratives (such as those of Adam and Eve, the Exodus, and the creation of the Jewish nation) and laws including the Ten Commandments. Generally, the Torah is meant to guide its readers to live lives of Godliness, gratitude, kindness, and compassion.

### **Star of David**

The Star of David, characterized by its six points, has become an iconic Jewish symbol. Its origin is unclear. While it has no religious significance (as it most likely was not originally a Jewish symbol), it has become the symbol most often associated with the Jewish people. During the later stages of the Holocaust, the Nazis forced the Jews to wear an easily identifiable yellow Star of David patch with the word “Jew” written in its center. Different spellings of the word, such as “*Jude*” (German) and “*Juif*” (French), reflect the different languages of the 21 countries the Nazis invaded.

### **Siddur**

The *siddur* is the traditional Jewish prayer book. The *siddur's* text varies based on the geographic origin of each community, but all versions reflect three primary themes: praise of God, thanksgiving, and personal and communal requests. The *siddur* is used for both daily and weekly prayers.

### **Shofar**

A *shofar* is ancient Jewish instrument, generally made from the horn of a ram. Biblically, the *shofar* was used to mark important occasions (such as the giving of the Torah) and special events on the calendar. As the Bible prescribes, the *shofar* is still blown annually on Rosh HaShanah, the Jewish New Year, to “remind” the Jewish people that this is the time to repent and improve.

**Kristallnacht-** *Kristallnacht* (the Night of Broken Glass) was a pogrom (a state-sponsored action against Jewish people) led by the Nazis on the night of November 9-10, 1938. Synagogues throughout Germany and Austria were burned to the ground, businesses owned by Jews were destroyed, Jewish homes were ransacked, and countless Torahs were ruined. The Nazis called this the “Night of Broken Glass” because so many windows were smashed in Jewish homes, shops, and places of worship.

## Reflect on the Illustrations

Each artifact has a story. Find the illustrations of the artifacts mentioned below and take a moment to answer the following questions.

- 1) A young man imprisoned in Auschwitz bartered his daily ration of bread for this *siddur* (prayer book). Why do you think praying was, for him, more important than eating? In what way does his action illustrate defiance against the Nazis?
- 2) Find the Star of David with the word “*Jude*” (Jew) written on it. The Jews had to wear this star in almost every country that the Nazis occupied. Why do you think the Jews were required to wear it? Was it only for the practical purpose of making Jews easily identifiable? Or, perhaps, did the Nazis have another, more ideological motive in requiring the Jews to mark themselves?
- 3) Find the illustration of the wedding dress. Why was it important for Jewish couples to get married right after the Holocaust? What does a wedding celebrate? In what ways does a wedding, at this time and place, show the strength and resilience of the Jews who survived?
- 4) This Torah was rescued from a synagogue during *Kristallnacht* (Night of Broken Glass). Why did men risk their lives to save Torahs when the synagogues throughout Germany and Austria were set on fire? Is it simply because the Torah scroll is technically considered a holy object, or might there be a more meaningful reason?
- 5) Find the illustration of a *shofar*. Why did people imprisoned in labor camps think it was important to recognize Rosh HaShana, the Jewish New Year, by sounding the *shofar*? What significance does a New Year hold? How does celebrating the New Year under such horrible conditions illustrate resistance and resilience?
- 6) Find one artifact in the drawings that is not mentioned here. Describe it. What draws you to it? To whom might it have belonged? Why is it of enough significance that it is included in this artwork? From looking at it, what can you learn about the Holocaust?

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<p>Goal:</p> <ul style="list-style-type: none"> <li>Students will draw connections from crimes committed by the Nazis to universal human rights and will reflect on their responsibility to take action—writing a letter to a congressperson, for instance-- when they see human right abuses.</li> </ul>	
<p>Student Objective(s)/Indicators:</p> <ul style="list-style-type: none"> <li>Students will engage in discussion about human rights</li> <li>Students will complete handouts as a group after reflecting on assigned article</li> </ul>	
<p>Teacher Objective(s):</p> <ul style="list-style-type: none"> <li>Teachers will guide the discussion and help students understand the Universal Declaration of Human Rights Articles</li> </ul>	
<p>Warm Up/Focusing Attention: <i>We saw an exhibit of illustrations of Holocaust artifacts at Goucher College last week. What were some of your favorite artifacts? Why? I'm glad that some of the stories of the artifacts stayed with you after the exhibit. We learned a bit about the Holocaust and know that millions of Jewish people lost their lives at the hands of the Nazis and many more were displaced and left without a home.</i></p>	<p>Materials/Time 5 minutes</p>
<p>Introductory and Developmental Activities: <i>After the Nazis were defeated and Hitler killed himself, there were steps taken to try to ensure that genocide would not happen again. (Unfortunately, we have seen many genocides since the Holocaust and they continue today.) The first step was to bring to justice some of the highest-ranking Nazis. Their trials were called the Nuremberg Trials because they were held in the German city of Nuremberg. Then, in 1948, Israel was created as an officially Jewish state. This allowed the Jewish people to have their homeland officially recognized by the nations of the world. Then, a document was drawn up by the United Nations. The United Nations was a collection of countries that came together to handle the repercussions of the Second World War, the Holocaust, and future human rights violations.</i> <i>What do you think a human right is? (Call on students) Good, a human right is a universal right that all people have no matter who they are, where they were born, or what religion they practice. Men, women, and children all have these rights. The document drawn up was the</i></p>	<p>5 minutes</p>

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<p><i>Universal Declaration of Human Rights and it was composed of 30 articles. Each article addresses a right every human being has and the responsibilities governments have in protecting those rights.</i></p> <p><i>What might be some good universal human rights? (Answers may include free speech, right to clean water, right to an education, right to feel safe) These are some of the very rights that the Nazis took from the Jews. Let's look at the Universal Declaration of Human Rights and see how they apply to us, to our school community, and our local community (town or city). Then we will look at how they apply on a global scale and talk about how we can protect these rights.</i></p>	
<p>Guided Activities/Extend and Refine:</p> <p>Distribute to all students highlighters and the Universal Declaration of Human Rights with all 30 articles. Have students look at the preamble. The Universal Declaration of Human Rights can be found online; see materials. A simpler language version can be printed out or read aloud for readers with lower comprehension.</p> <p>Place the preamble on a projector or document camera and read aloud as students follow along. Have students highlight what they feel is especially important. <i>Now that we've read the preamble, what do you understand must be protected for all people?</i> (Freedom of speech, security, right to rebel against tyranny) <i>Now that we have looked at the preamble, you are going to work in your table groups to examine some of the articles in the declaration.</i></p>	<p>15 minutes,  <a href="http://www.un.org/en/documents/udhr/index.shtml">http://www.un.org/en/documents/udhr/index.shtml</a>,                  highlighters, document camera/projector</p>
<p>Independent Activities/ Meaningful-Use Tasks:</p> <p>Assign students articles. Good articles include 2, 3, 9, 11, 13, 17, and 26. Other articles may be chosen for the exercise. <i>Each of your groups has an article(s). Your task is to complete a worksheet for each article after discussing the right as a group. The first question asks if the Nazis violated that right for the Jewish people and, if they did, how? The second question is how that right applies to you directly as a teenager. The third question is how that right can be protected. Lastly, you are asked to reflect on why that right is important to have. I will give you 20 minutes to complete this group work. Talk to your group members</i></p>	<p>25 minutes, Articles, handouts</p>

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<p><i>and really think about these rights.</i> Circulate to help student groups and listen to conversations. Help students understand the article assigned to them. If students finish early, ask them to reflect on what problems might be encountered in protecting this right on a universal scale.</p>	
<p>Accommodations: A simple language version of the Universal Declaration of Human Rights can be found online and should be given to students who have comprehension or fluency issues. Educators should scaffold and prompt discussion for all students and encourage engagement.</p>	

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## The Universal Declaration of Human Rights

Article # \_\_\_\_

1. Did the Nazis violate this right for the Jewish people? If so, how was the right violated?
2. How does this right directly apply to you (your group) as young people in America?
3. How can you protect this right for those around you? If you cannot protect this right, who can protect it? By what means??
4. Why do you think this right was included in the Universal Declaration of Human Rights? Is it still an important right to have today?

Independent Question: If you could add one article to the Universal Declaration of Human Rights, what right would you add? Why? Answer this question on the back of the paper.